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ABSTRACT

This kit is an aid to the assessment, referral, placement, and recognition of achievement of adult literacy and basic education students across Victoria (Australia). It is designed as a guide to the integration of current assessment with new placement processes within the context of the new Adult Basic Education Accreditation Framework and the related Interim Literacy Course Matrix (ILCM). Section 1 contains general and ethical guidelines on the purpose and conduct of assessment. Section 2 presents the organizational framework and referral processes. It contains a figure showing referral and placement pathways, describes ILCM, provides information on procedures for student placement, and discusses other referral options. Section 3 describes approaches and instruments for these areas of initial assessment: initial interview, goal setting, skills assessment, and observation. Section 4 discusses approaches and instruments for use in on-course assessment: student diaries, student personal profile, individual personal profile for use by teacher, summary on-course profile for use by teacher, observation, assessment of prior learning and experience, and group assessments. Section 5 focuses on approaches and instruments for use in exit assessments. Section 6 on guidelines for recording assessment discusses who needs to know what; provides model forms for initial, on-course, and exit assessment; and makes suggestions for recordkeeping. Section 7 addresses moderation of assessment. Appendixes include 3 lists of competencies, 11-item reading list, and glossary. (YLB)

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OF AID
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**ASSESSMENT, REFERRAL
AND PLACEMENT
KIT
FOR ADULT
LITERACY & BASIC EDUCATION
PROGRAMS
IN
VICTORIA**

**Project Officer
Margaret Purdey**

Diamond Valley Learning Centre

*This Project was supported by a grant from the Adult, Community and
Further Education Board, Victoria*

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Adult, Community and Further Education Board, Victoria

Purdey, Margaret

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INTRODUCTION

This Kit has been compiled as an aid to the effective assessment, referral, placement and recognition of achievement of adult literacy and basic education students, across Victoria.

The Kit is not intended to replace practice that is already successful. It is designed to complement existing good practice and to act as a guide to the integration of current assessment with new placement processes within the context of the new Adult Basic Education Accreditation Framework (ABEAF) and the related Interim Literacy Course Matrix (ILCM), which in 1992 will support the organisation and curriculum goals of ABE classes in Victoria.

With the development of the ILCM and the ABEAF and the integration of assessment and referral of unemployed clients onto ABE and vocationally oriented courses, effective and clear assessment and placement procedures that relate to all of these are vital if students are to be well served by the educational and training opportunities offered.

These developments will be in parallel with the continued use of the Australian Second Language Proficiency Rating scale (ASLPR), see Appendix 2, currently used by the Adult Migrant Education Service in Victoria to assess students of non-English speaking background; and by the trialling nationally of the Adult Literacy & Numeracy Competency Scales (ALAN Scales) see extract in Appendix 3. Assessors should be familiar with all these scales, their current application and relationship to their own assessment procedures.

Reliable assessment at different stages of learning is essential if students are to be credited with achievement and guided effectively on to new learning and training pathways. It is a critical part of any successful accreditation process and is vital given the possibility of future developments of recognised articulation arrangements for adult basic education (ABE) students into other education or training programs.

An integral part of this process of developing consistent and valid assessment arrangements will be the establishment of a moderation system to ensure reliability of the assessment process at all stages. With the development of a formalised ABE certificate, moderation is likely to be built into the structuring of any program leading to certification. Moderation practices established and trialled at this stage could contribute to the assurance of quality practice for all programs now as well as prepare the ground for more formalised moderation systems as part of the certification.

Part of the impact of establishing recognised and moderated assessment processes across the State will be that of contributing to equity and parity of treatment of students. The Kit has been developed very much with this in mind and is intended to be useful in all literacy and ABE assessment situations.

Good quality assessment contributes to determining effective individual learning plans and setting learning goals. It helps the student maximise learning opportunities and participate actively in the learning process.

Finally the information derived through assessment can indicate new or undeveloped areas of need and hence provision. This information, fed back into regional and State planning processes, can provide vital data for course planners and resource allocators at local and State levels.

USING THE KIT

The Kit has been designed in a format that enables the user to maintain and up-date contents as required and will be formally reviewed and up-dated later in 1992.

It includes guidelines, notes, suggestions, examples of assessment material, current required documentation and model recording forms. There is also a suggested reading list.

The Kit is not designed as a prescriptive document, although it is consistent with those core elements of the operation of ABE provision within Victoria to which providers adhere as part of their agreement with the Adult, Community & Further Education Board. It is also consistent with procedures for referral of CES clients onto basic education and other programs and recognises the operation of ASLPR assessment for some clients.

Assessors are invited to develop the core Kit by adding material specific to their own target community or client group. For example if working with students with disabilities or with a vocationally focussed group, when there may arise a need for material or assessment tools of a particular type.

Centre Co-ordinators and Committees of Management may find it helpful to maintain and add to the Kit for reference at staff development activities, for induction and support of new tutors and for referral at moderation sessions. It's envisaged that the Kit will be of use to a range of practitioners including assessors, teachers/tutors and program organisers or managers.

For purposes of consistency throughout the text students/clients are referred to as 'he' and teachers/tutors as 'she'. In the same way the student is referred to as both 'client' and 'student'.

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1. GUIDELINES ON PURPOSE AND CONDUCT OF ASSESSMENT

1.1 General Guidelines

1.2 Ethical Guidelines

1.1 General Guidelines

Literacy and/or ABE assessment is a personal, critical and occasionally very confidential process that requires the highest professional standards of conduct and integrity. Indicators of good practice in both educational and inter-personal terms in assessment might include the following.

That assessment:

- Is a discrete and independent process.
- Enables informed access into a learning plan or study program.
- Provides structures for passage through a learning or study plan.
- Provides information about achievement on leaving a learning program.
- Is based on the concept of student centred learning.
- Should be positive and informative.
- Should be a joint student/assessor process.
- Should involve self assessment.
- Includes full recognition of prior experience.
- Can include a range of equally appropriate and effective instruments.
- Should influence learning plans.
- Should be recorded in a comprehensible way.
- Provides information for different purposes and different stakeholders. Those involved need to be clear who the various stakeholders are and what are their interests.
- Distinguishes between confidential information and other information, including that which has also to be treated with discretion.
- Can yield important information to policy makers and managers.
- Can lead to action other than, or in addition to, automatic entry onto an ABE program.

1.2 Ethical Guidelines

Although there are no formal ethical guidelines drawn up for the assessment and referral of literacy and basic education students, it is recommended that assessors and providers might conform to a voluntary, unwritten code of practice that recognises that assessment is:

- A voluntary process agreed to by the student/client.
- Concerned only with determining learning and/or training needs.
- Confidential information owned by clients and only accessible to other parties with the consent of the client (*).

- A report that does not include comment that the assessor is not qualified to make e.g. medical condition.
 - A process that uses procedures and tools that are reliable and valid and regularly moderated to ensure continuing reliability and validity.
- (*) Generalised data derived from numbers of students assessed and serviced by an agency should be available to the management of that agency and to funding bodies for resourcing and planning purposes.

2. ORGANISATIONAL FRAMEWORK AND REFERRAL PROCESSES

2.1 Referral and Placement Pathways

2.2 The Interim Literacy Course Matrix

2.3 Guidelines for Referral of Students

2.4 Information on Placement of Students

2.5 Other Referral for Students

2.1 Referral and Placement Pathways

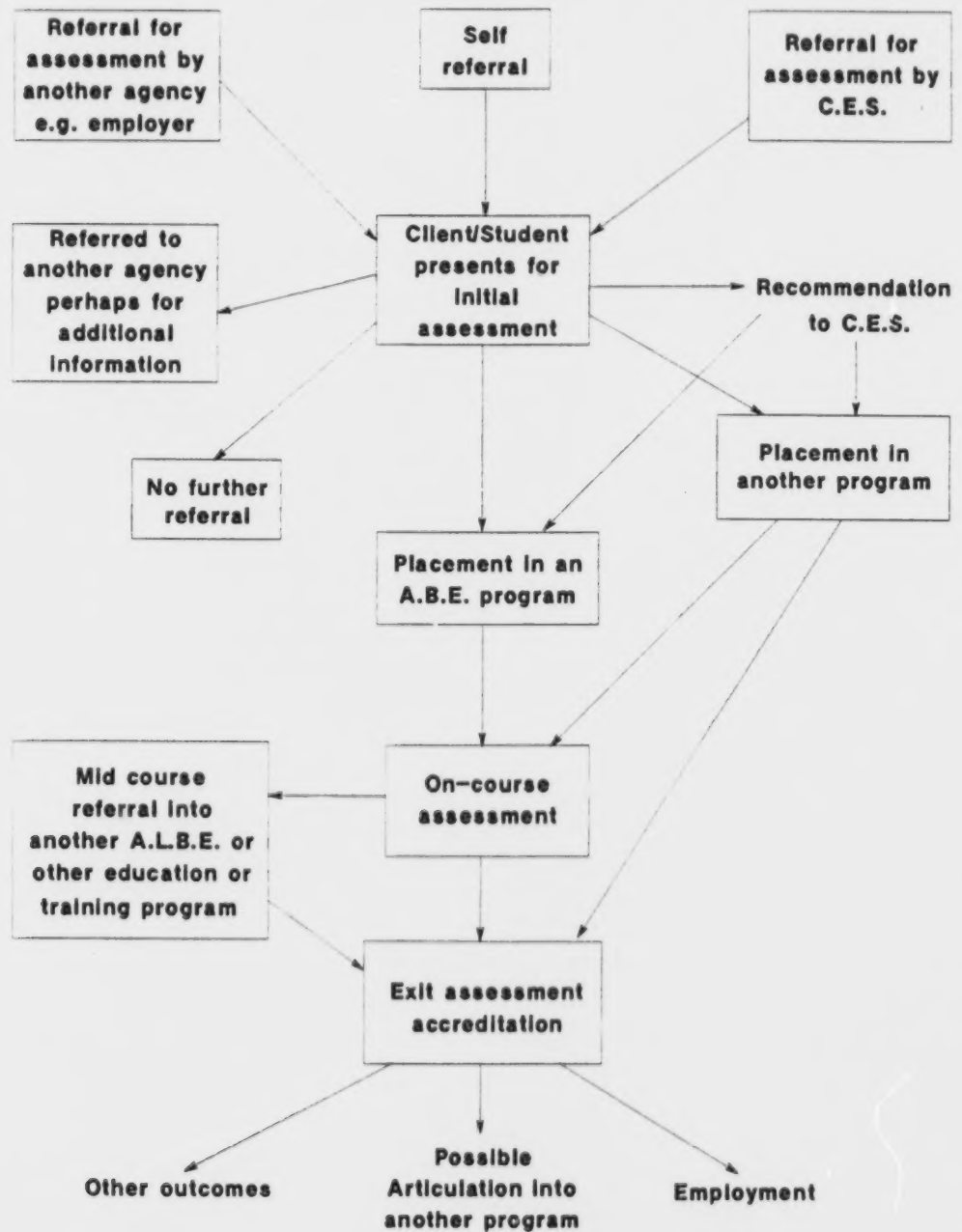


Figure 1

The Interim Literacy Course Matrix 1992

Adult Basic Education Curriculum Framework	State Recurrent funding at all 4 levels CALP at levels 1 and 2	Labour market programs (Special Intervention)	labour market programs (Jobtrain)
4 Characteristically at this level of the program reading and writing will display more detailed technical knowledge and vocabulary, include more objective and analytical processes and be precisely structured and sustained in length	4.1 <u>Course objectives:</u> To provide an adult literacy and basic education program which will enable students to <u>independently apply</u> skills and strategies in a range of literacies for personal development, employment, the pursuit of further study, vocational education and/or training.	4.2 <u>Course objectives:</u> To provide adult literacy and basic education as a component of a vocational and/or pre vocational learning program	4.3
3 Characteristically at this level of the program reading and writing will display an emergence of some detailed technical knowledge and vocabulary, an ability to develop personal style, increased sophistication in language use as well as greater capacity to sustain longer pieces of work.	3.1 <u>Course objectives:</u> To provide an adult literacy and basic education program which will enable students to <u>consolidate</u> a range of literacies which will lead to independent strategies needed for employment, personal development, the pursuit of further study, vocational education and/or training.	3.2	3.3
2 Characteristically at this level of the program reading and writing will no longer be entirely concrete nor only related to personal experience but starting to show some diversity in organisation and style. This level of literacy is a barrier to participation in vocational training	2.1 <u>Course objectives:</u> To provide an adult literacy learning program which will enable students to <u>begin</u> to apply literacy and language skills and strategies for everyday life and work. Personal social and community development outcomes are central.	2.2 <u>Course objectives:</u> To provide adult literacy and numeracy as a major component of a vocational and/or pre vocational learning program.	2.3 <u>Course objectives:</u> To provide a vocational or pre-vocational course delivered without primary dependence on text and by vocational training staff working in partnership with literacy and numeracy teachers
1 Characteristically at this level of the program reading and writing will be more concrete, related to personal experience or the familiar and will be short and rudimentary in format and style. This level is a barrier to participation in vocational education.	1.1 <u>Course objectives:</u> To provide a learning program for students who are <u>attempting</u> or who are <u>beginning</u> to develop literacy and language skills and strategies for every day life and work. Personal, social and community development outcomes are central.	1.2	1.3
Focus of Courses	primarily literacy focus	mixed vocational & literacy focus	vocational focus & optional literacy support

N.B. For details of the competencies in reading and writing to be achieved by students participating in courses located within this matrix, please refer to the draft competencies of the Victorian Adult Basic Education Accreditation Framework.

2.2 The Interim Literacy Course Matrix

The responsible placement or appropriate referral on of all students who present themselves for literacy and basic education assessment, has created the need for a clear and comprehensive classification of course types to facilitate this process.

The Interim Literacy Course Matrix or ILCM a nationally agreed reporting framework has been adopted in Victoria to carry out this function. It also provides a means of describing course objectives and outcomes. The ILCM describes three types of course according to COURSE FOCUS, namely:

PRIMARILY LITERACY FOCUS

MIXED VOCATIONAL & LITERACY FOCUS

VOCATIONAL FOCUS & OPTIONAL LITERACY SUPPORT

Courses in the first group are typically provided by TAFE colleges and by community based providers (CBPs). Courses in the other two groups will be provided by a range of agencies, including colleges and community providers. These courses will have a greater focus on vocational training and outcomes, (refer to Figure 2). The ILCM also defines courses according to COURSE LEVEL. These levels match the four levels of competencies defined in the ABEAF.

This enables identification of:

- Curriculum objectives for a particular course; and
- Student target groups for that course.

Literacy and ABE courses and labour market vocational programs in Victoria will be listed according to the matrix e.g. 1.1, 2.1, 2.1, 2.2 and assessors should use the matrix to refer students for placement. In certain exceptional situations, referred to in section 2.5 some students will not be referred through this process as their learning or other needs will require other forms of support or education. The guidelines indicate situations which require different action to be taken.

To use the ILCM for referral, assessors will need to follow these steps:

1. Ensure that all relevant details of the original referral are correct and ensure that CES clients details are available.

2. Carry out the initial assessment and recording process.
3. Determine the level and type of course most suitable for the client, by matching learning needs to course type on the matrix, e.g. a student with rudimentary literacy skills referred by CES might be referred for placement on a 1.1 or 1.2 course.
4. Refer to available course listings for location of potential program and continue with the procedure for referral and placement.

(Course listings will be available from Regional Adult Community and Further Education Offices.)

2.3 Guidelines For Referral Of Students

Having interviewed and assessed the student and determined with him an appropriate course the assessor will need to initiate the following actions:

For ABE Clients

- Either place the student in an appropriate course at your own centre and proceed with the enrolment or place him on a waiting list if that is acceptable to him.
- If a student is to be referred to another provider, liaise with that provider to confirm availability, location, outcomes etc of recommended courses. (Lists of all regional ALBE programs are available from Regional Adult Community and Further Education Offices.) Complete a referral document (see example p. 19) and arrange for appointment or enrolment.
- Ensure that the student has sufficient information to proceed, including address, directions, contact name, times etc and either post off the referral form or give it to the student to take with him.
- Make a record of the referral for planning and resourcing purposes.

For CES Clients

- Write a summary of the assessment and recommendations for the CES on *The Adult Literacy/Numeracy Initial Assessment Report* (CALP 1-92). The recommendation should refer to a program type described on the Interim Literacy Course Matrix. Liaison with course providers should occur to ensure that accurate details of the

availability, location, duration and anticipated outcomes of the recommended course can be provided.

- Maintain a copy of *The Adult Literacy/Numeracy Initial Assessment Report* on file and make copies available to the client, the CES referral officer and to the Regional Adult Community and Further Education Office. See Appendix 4.

2.4 Information On Placement Of Students

All assessors will need to be aware of the procedures that will follow the assessment and referral process, although they may not themselves necessarily be involved.

ALBE Clients/Students

Such students will be either directly enrolled internally (within the assessors own agency) or referred on to another provider after consultation, or placed on a waiting list.

In some cases there will be students who are unemployed but not registered with the CES who refer themselves to basic education programs and assessors. Many of these students, if registered, may be eligible for assistance from the CES. This information should be made available to them.

CES Clients/Students

After receipt of the Assessment Report Form, the CES officer will discuss the recommendations made with the client/student and initiate any procedures for placement and enrolment directly with the educational provider concerned.

'Newstart' clients are to be given priority placement in 1.1. and 2.1 courses (see ILCM Fig 2) and are to be placed within four months of notification of the provider that the student has accepted the referral onto the course. Jobseekers are to be accommodated within normal waiting times. Assessments are to be considered valid for four months.

If a recommended course is not available the CES may contract the course as a labour market program.

2.5 Other Referral Options For Students

Most students who undertake an ABE assessment are likely to be appropriate candidates for referral onto a literacy or basic education focussed program. However:

- Not all students will automatically proceed on to a learning program.
- Some students will require referral to other agencies because their needs are not primarily connected with basic skills but may be personal, medical, social or financial.
- Some students will require a pre-literacy education program or assessment.
- Some students will require a literacy or basic education program but will need referral to an interim agency, e.g. a speech therapist, for additional information before they can be properly placed.
- Some students will need a form of education or training program not found within the ILCM, but which might be offered by for example, a community provider. Programs of this kind will range from 'return to study' or access courses to recreational or craft based courses.

Assessment might lead to any one of a range of referrals and assessors may find the following guidelines helpful in making an appropriate recommendation:

A. *Referral On - Other Types of Courses*

A student/client may present himself for assessment for referral into a literacy or ABE program when he might be better served by direct referral onto a different type of education program, without a basic skills focus or to another agency. This would be the case for example if a student could be referred directly onto a program at a TAFE college, or a general or recreational program such as those provided by community based providers. In this instance access to up to date information about available courses, either on computer database or in printed form, is essential. Information about suitable courses is available on the Job and Course Explorer (JAC) database. All providers have a 'hard' copy of the JAC database and many have a JAC computer and database on site to be used by clients.

B. *No Immediate Referral*

If the student/client cannot be helped by the available programs or his name has to be put on a waiting list until the best form of program to suit his needs becomes available, this should be explained to the student and comment to this effect should be made on the report form to be returned to the referring agency.

C. *Referral to Another Type of Agency or Assessor*

In some instances clients/students will be referred or present themselves for assessment when more appropriate immediate advice would be provided by a different agent such as a financial counsellor. If the assessor suspects that the prime need is other than ABE; or if she believes that there is an ABE need but that other pressing personal needs are such that dealing with them first is likely to improve the chances of the client benefiting from an ABE program, then referral on may be the most useful option. Assessors should resist the temptation to provide counselling - unless they are trained counsellors in a particular field and, preferably, can make another time to see the client. Otherwise the assessor should refer the student on to an appropriate agency. The assessor can assist in this process by providing information or by contacting the agency to make the initial referral/appointment. Assessors will need to collect up to date information on key counselling, support, welfare and advisory agencies, governmental and voluntary and on the services they provide. At this stage another appointment can be made, if necessary for further literacy and ABE assessment.

D. *Referral on for Further Information*

If during the assessment procedure the assessor identifies or suspects that the student has a disability that will affect his readiness or ability to learn and feels that either further information is required or that some additional support or treatment might be helpful, she should raise this with the student. It may be that the problem has never before been identified e.g. difficulties with hearing. The assessor may be able to offer the client information about obtaining further help to compensate for any disabilities. It is advisable to remind the student that such information can remain confidential - in case he feels that it might be detrimental to him at some future date.

Difficulties that might suggest a need for additional information or support might include sensory disability - particularly sight or hearing, physical motor difficulties, speech problems, cognitive difficulties or a history of psychiatric problems.

Example of Referral Document

REFERRAL

TO (contact name) Mary Jones

PROVIDER/AGENCY Newtown Community Learning Agency

ADDRESS 1 High Street, Newtown

TELEPHONE 304 3971

NAME OF STUDENT Martin Brown

REFERRED BY (Assessor) John Smith ON (Date) 1/4/92

FOR	ENROLMENT	ASSESSMENT
	COURSE	
	(include details) <u>2.1 Literacy</u>	
	<u>Tuesday 2 pm</u>	

ASSESSMENT DETAILS ATTACHED Yes

ANY OTHER COMMENT

*Martin is to attend a basic numeracy class at the People's ALBE
Centre each Tuesday at 5pm.*

ASSESSOR'S TELEPHONE NUMBER 107 105

3. INITIAL ASSESSMENT

- 3.1 Introduction**
- 3.2 Practicalities and General Guidelines**
- 3.3 Approaches and Instruments for Assessment**
 - 3.3.1 Initial Interview**
 - 3.3.2 Goal Setting**
 - 3.3.3 Skills Assessment**
 - 3.3.4 Observation**
- 3.4 Checklist for Use by Assessors and of Initial Assessment**

3.1 Introduction

Initial assessment usually takes the form of an interview including a review of current skill levels. It is designed to provide:

- a fair assessment of student/client skills and other relevant experience
- the identification of learning, training and other relevant goals
- the appropriate placement or other referral, of the student/client in an appropriate learning program, if applicable.

Information derived through initial assessment will be important to the assessor, the student and the teacher. For the assessor the aim of an effective initial assessment is to:

- gain information about the student's current skills and confidence in the application of those skills; short and long term goals; prior learning and experience; general levels of confidence and approaches to learning;
- interpret and feedback this information to the student together with information concerning learning and training options available to him. This should enable him to discuss options and decide, with the help of the assessor the best possible action to take - whether a referral onto a learning or training program or some other option;
- ensure appropriate action is taken to initiate a referral or placement;
- ensure that appropriate records of the assessment are compiled and referred on to those who have need of or right to them primarily the student and his teacher. For CES clients a summary report is also required by the CES officer who refers the client.

3.2 Practicalities & General Guidelines

The initial interview should be carefully structured to maximise the time and opportunity available to the assessor.

The following notes may help program organisers and assessors devise effective and workable procedures for initial assessments.

Location	The best interview location is a private, quiet, comfortable, preferably 'dedicated' room without a telephone.
Approach	The interview is an exchange of information between equal adults. Any extra support that a student might need, for example in discussing literacy difficulties, should be provided empathetically, with an emphasis on giving clear information. Issues that are outside the brief of assessing literacy and ABE abilities and needs, should be referred on to a more appropriate agency.
Materials	Materials used in assessment should be as authentic, up to date and adult centred as possible. The assessor may need to choose from a range of materials to carry out an effective assessment. She will need to be familiar with the use of all materials available at the centre.
Observation	Assessors may consciously use observation as a source of information during the interview and have a system of checking out 'hunches' or asking the right questions in an appropriate way.
Information	The interview should be an information exchange and assessors will need to ensure that the necessary information is made available to and obtained from the student. This will mean knowing what information is needed by assessor, teacher and student, in order for an appropriate referral and placement to occur.
Recording	Records of the assessment will need to be made. It's important to tell the student/client this at the beginning of the interview, explaining what information will be made available to others and for what purpose. The student may want to have his own copy of the record. This should be made available to him. A <i>clear summary</i> assessment form (see suggested proforma included in section 6.230 in this section) will be required by referring agents such as CES. Detailed notes relating to the potential learning plan can be given to the student and will need to be made available to the teacher to whom the student is ultimately assigned. It's important to remember that all initial assessment records have a limited 'shelf life'. Any long delay e.g. over a number of weeks, between initial assessment and referral may necessitate a repeat assessment. ALBE assessments for CES are regarded as valid for four months in 1992.

***Second
Opinion***

Few ABE students contest assessment or placement decisions. But if one is unhappy with the assessment or the recommendation for placement and expresses this, the assessor will be obliged to take some action. This might be the suggestion that a student discusses the assessment findings with the teacher to whom they are referred, 'reserving judgement' until they have had this opportunity. CES clients will discuss any recommendation with their CES officer.

***Assessment
Tools***

It's likely that a variety of assessment approaches and tools will be used, even in a single interview. This is normally helpful in that each is likely to elicit different kinds of information that together provide a fuller and clearer picture. It is important to ensure that the student/client contribution is given as significant a status as that of the assessor's interpretation and that the student/client is aware of the purpose of the process being used and is comfortable with it.

***Cultural
Awareness***

A variety of students from different backgrounds and ethnic groups are likely to present for assessment. Sensitivity to cultural, ethnic and gender expectations, mores and taboos should be built into assessment procedures and placement conventions. Use of language, types of assessment material, behaviour at interview and questioning style all need to reflect this awareness.

Timing

As a rule of thumb an initial interview/assessment should probably take no longer than 45-60 minutes. Many initial interviews will be shorter and a few might require extra time if there is need for immediate follow up or referral or for further information.

***Program
Context***

The assessment should be carried out in the context of a full range of learning or program options insofar as the student is concerned. This includes the possibility that a referral will not automatically take place. To do this effectively the assessor will need to know all the program options available to the student, keep an open mind on possible placement, and be prepared to answer questions relating to pathways, accreditation, vocational training and other educational possibilities. Assessors will need to be familiar and up to date with availability, scope and range of local literacy and ABE courses and the ABEAF and the ILCM. They will also need to know where to refer students for information about other education or training options.

**Vocational
Links**

If students are particularly interested in vocational training or if gaining employment is their prime concern, the assessor will often need to be able to comment on the relationship between a proposed literacy learning program and job requirements or vocational training pre-requisites. This kind of background knowledge of the employment field can be helpful. In most instances detailed information about vocational training programs will be available from the provider concerned and students should be referred to them or alternatively the C.E.S can help.

Referral

Assessors will need to be familiar with the appropriate referral requirements and procedures and initiate these.

3.3.1 Initial Interview

The interview should be used to:

- obtain background information about the student/client, including attitude to joining program, reasons for coming for help, experiences of education and other relevant personal issues;
- obtain information about student/client's relevant prior learning and experience, including qualifications, vocational training etc (see also section 4.3 on assessment of prior learning);
- establish learning and other short and long term goals e.g. employment. If the student finds it difficult to pinpoint particular goals or identify the situations in which he has difficulties in using skills or lacks skills, the assessor can provide prompts to help him:

Example

- "Can you
- recognise the letters of the alphabet?
 - read important words like your own name and address?
 - read road signs, directions, etc.?
 - read a calendar?
 - read safety notices at work?
 - read the TV programs and other parts of a newspaper?
 - write name and address, names of children, partner's name?
 - write notes or cards?
 - fill in different kinds of forms?
 - write a letter?
 - read a timetable?

(continued)

- work out change?
- use measuring tools?
- work out bills?"

Additional Points on Interviewing Numeracy Students

In view of the very negative feelings many people have about maths the interview of potential numeracy students should include questions or prompts that elicit information about the students:

- Experiences of maths at school
- Any other training in maths since leaving school
- What maths skills are used in personal life
- Attitudes to maths
- Feelings about tuition (including levels of confidence about tackling the problem)

These prompts should provide the teacher with an idea of the extent, if any, of maths 'phobia' the student may have, which might otherwise hamper learning or even deter them from attending class.

3.3.2 Goal Setting

Identifying or clarifying goals during the initial assessment will help in placing students and defining the initial learning activities.

Goals identified during the initial interview should include:

- literacy/numeracy skills the student wants to develop;
- any related knowledge or attitude changes the student hopes to gain as a result of tuition e.g. knowledge about career options that might emerge as basic skills improve; more confidence in tackling work-related literacy problems; more personal and social confidence; promotion at work.

A simple process for helping the student identify and articulate goals would be to ask him to complete the sentences:

"I would like to be able to _____"

"I would like to know about _____"

"I hope to feel _____"

These can be transcribed onto the assessment report:

LEARNING GOALS

- *To complete forms confidently*
- *To write letters*
- *To be able to deal with all work related writing tasks*

PERSONAL and EMPLOYMENT RELATED GOALS

- *To find out about further education and training*
- *To feel more confident and comfortable with children
(reading stories, etc.)*

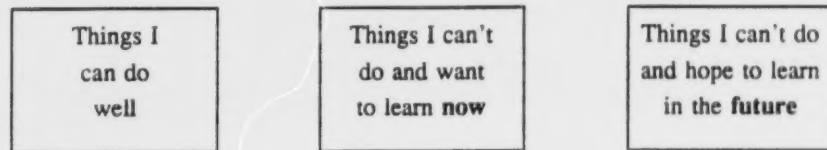
The main aim of goal setting in the initial interview is to identify key or priority learning goals and the context in which the student hopes to use the skills attained. These goals can be transferred onto profiles for use in the course and re-worked with the teacher in tuition during which they may change.

If students find it hard to identify goals or difficult to articulate them in the 'language' used by the assessor to describe skills, the assessor will have to provide prompt questions, e.g. "Are there things you have to write at work that you find difficult - like report sheets or notes to other workers?"

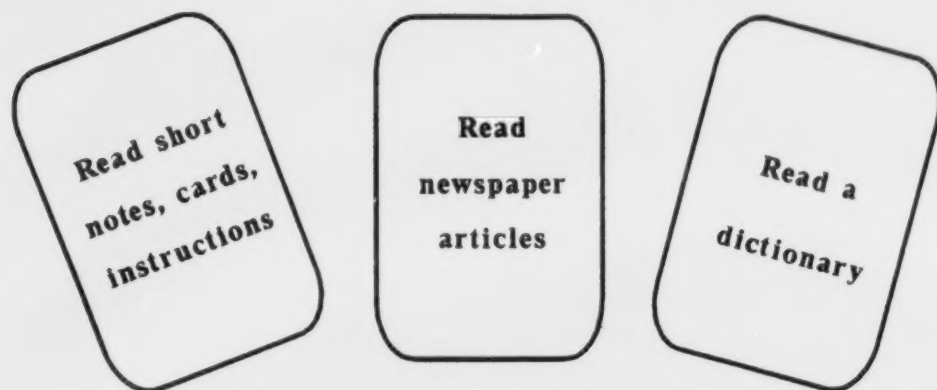
"Do you find everyday writing difficult - like filling in a time sheet, writing a cheque or a note?"

"Are you embarrassed about your writing?"

An alternative process for more confident readers is to provide a number of cards with a range of skills written on them. The student can put them into three piles:



Example of Cards



Cards can be made from plain playing cards and can be drawn up in 'sets' - reading and writing skills, numeracy skills. They can also be put into groups according to level of complexity of the skill, e.g. by marking the back of the card - 1, 2, 3 etc or possibly by colour coding.

3.3.3 Skills Assessment

A skills assessment will normally be carried out in addition to the interview and goal setting procedure, in the areas of **READING**, **WRITING** and **NUMERACY**. Assessors may also include comment on the student/client's **SPOKEN LANGUAGE (*)**. In carrying out a skills assessment the assessor will need to:

- determine an appropriate level to begin the process. This can be done jointly after discussion with the student; by the student himself selecting from a range of tasks; or by the assessor herself, using her judgement and the information gained during the interview;

- confirm the frequency and level of confidence of use of the skills. This will help to ensure that the assessment of competence is reliable and that performance is consistent and not a 'one off' success. This can be done by observing the student carrying out the task and by questioning him about his use of the skill in everyday life;
 - observe the student's approach to the task to identify methods and strategies used and any difficulties, e.g. use of a phonic approach to all reading tasks; repeated spelling errors; transposition of letters; failure to recognise place value in a calculation.
 - use consistent performance criteria and recording language to ensure reliability and validity of the assessment itself;
 - use authentic materials and tasks for all skills assessment.
- (*) When assessing the literacy and basic skills needs of students of a non-English speaking background assessors will need to take account of the fact that such students may be more appropriately assessed by an accredited and qualified English as a Second Language (ESL) assessor.

When designing tasks and selecting materials, assessors will find it helpful to compile their skills assessment 'bank' of tasks and texts using the ABEAF draft competencies statements, and other material on ABE competencies. A sample assessment recording and analysis framework derived from and related to competencies in the ABEAF is included in this section. It is not comprehensive and is intended only as an example of how such a framework may be put together. Such a framework however provides a system for clustering skills or tasks in groups or 'bands' of approximately similar levels of complexity and for recording comment on performance.

The following guidelines may be helpful in carrying out skill assessments and is probably most effective when used in conjunction with a framework of this type.

READING

- Use a range of authentic materials.
- Use a range of methods to assess comprehension level - questions, asking the student to put the meaning of the text in his own words, etc.
- Offer self assessment through self selection of material and confirm comprehension

level after student has read.

- Discuss difficulties - ask student about the methods he uses to decode the text and note problem areas.
- Note whether or not he wants or prefers to read aloud.
- Observe fluency and reading speed.
- Provide different formats of text to check for consistency in performance.
- Observe overall levels of confidence and reading 'for meaning'.

WRITING

- Use range of authentic materials and tasks.
- Offer opportunity for self assessment through self selection of task.
- Note students approach to task - familiarity, fluency of writing, apparent level of confidence.
- Note handwriting - legibility.
- Observe grasp of text structure and conventions appropriate to level of task.
- Discuss difficulties using anecdote and assessment tasks to identify problem areas.
- Check consistency of performance in application of skill by presenting different task formats and genres.
- Check level of understanding of concept of 'writing for action'.

NUMERACY

- Use a range of authentic tasks and concrete materials wherever possible and to complement written or verbally presented tasks or calculations at a higher level.
- Note approaches and methods used by the student - written calculations, mental calculations, vocalisation etc. Discuss with him the process he uses to arrive at an answer.

- Check consistency of performance in the task by presenting it in a range of formats and different contexts.
- Note student's response to tasks presented in different ways - verbally, in abstract, practically, on paper etc and his ability to transfer the skills in these different contexts.

Defining and Recording Standard of Performance

In recording students performance of tasks it may be helpful for assessors to use common terminology or descriptors that can be immediately recognised by other assessors or teachers. Three descriptors of levels of performance will probably be sufficient for the purpose of initial assessment. The following are suggested:

- 'Beginning'** To describe performance of a skill that is rudimentary or not yet developed.
- 'Developing'** To describe performance that needs to be improved and is still not easily applied in all possible situations.
- 'Confident'** To describe consistent and competent performance of a skill, in a range of situations and with understanding of its relevance in different contexts.

These descriptors relate to the **characteristics of performance at any level**, thus a student with only very basic skills can still be described as "confident" in those skills. The concept of the standards and use of the descriptors provides additional information about the overall:

- approaches used in carrying out a skill
- competence and consistency in applying a skill in different contexts
- grasp and understanding of the skill and its relevance.

The descriptors would be used to describe how the student goes about performing the skill and typically would take into account strategies used, awareness of the purpose and use of the skill and security or confidence in applying it. These would all be assessed against a notion of what is 'reasonable' performance at this skill level.

For example, in assessing reading performance the factors that might be taken into account would include the following:

- does the student use the full range of strategies that would reasonably be expected at this skill level and is he prepared to ask for help or make reasonable guesses or assumptions?

- does he use this particular skill in a range of situations and feel confident about using the skill and **identifying** the situation in which the use of this particular skill is appropriate?
- does he show an awareness of the purpose of the skill and its relationship to other skills at this level?

The three standards suggested also relate to the 'capacity for improvement' that the student exhibits for any particular task or skill, at that level, thus the performance descriptor "beginning" indicates maximum improvement capacity and that of "confident" readiness to move into another level or onto new learning and new material. In assessing students for placement in classes on the ILCM, assessors will need to take into account the overall standards of performance of a **range** of skills at a particular level and how these match with the curriculum goals of a potential class. Probably the key criteria in using the standards descriptors as an aid to placement will be the incidence of "confident" in describing performance. Students consistently assessed as "confident: over a range of skills at a particular level should be regarded as suitable potential clients for classes on a higher level.

Some techniques for assessing comprehension levels of reading texts without reading aloud

1. Provide the student with texts and question him on content, meaning, ideas, bias, interpretation.
2. Ask the student how he would use a specific piece of text. (This can include an identification of difficulties.)
3. Ask the student to carry out a cloze exercise.
4. Ask the student to identify texts or parts of a text, perhaps provided by himself e.g. in a newspaper or a form, with which he has difficulty.

Some Techniques for Use in Initial Numeracy Assessment

1. Whenever possible students should be presented with authentic materials and tasks rather than sheets of 'sums' or calculations alone; or the authentic material should be available to supplement a task which is otherwise presented verbally e.g. "how much would cost?", or written down on cards or sheets which the assessor or the student can read.

e.g. (Level 1 ABEC
draft
competencies)

NUMBER

How much would
3 kg of apples cost?

The student would be asked to carry out the task using the written or read question and authentic material such as a price list from a supermarket.

2. Assessors might find it useful to prepare 'sets' of cards with written questions that relate to the draft competencies of the ABEAF or any skills analysis framework they devise. They may also wish to have a similar set of cards or sheets of calculations alone, which can be used for students who wish to use this form of assessment and to check that students can deal with this form of presentation e.g. in order to meet the requirements of a particular training course or to undertake an entry 'test' to a new job.
3. Assessors will need to check the current occupational skills requirements and common format of tasks for particular industries or occupations - if they are working within the labour market or workplace ABE sector. In this way they can use the language, style and presentation of task most familiar to the student.
4. Assessors should provide calculators for students' use during assessment and may record the students' use of a calculator on the assessment record.
5. The maths skills assessment framework included in this Kit is primarily concerned with basic numeracy skills such as those to be found in the ABEAF at Levels 1 and 2. Students with skills at a higher level requiring tuition of the level described in the ABEAF as 3 or 4, will require specialist maths assessment, probably by a maths teacher. General ABE assessors who detect a need for this type of higher level maths assessment are recommended to record this on the referral form and initiate appropriate referral on for the required specialist help, if possible. (More specific assessment will also be provided by any numeracy teacher to whom the student is referred.)

3.3.3 Skills Assessment Framework: READING

BAND	SKILL/TASK/TEXT	COMMENT	POSSIBLE GROUP
1	• Recognise and differentiate print symbol, letters, numbers • Name letters of alphabet • Read own name and address • Read 'social' words, e.g. push, pull, danger, hospital, phone • Read calendar • Identify brand named goods in catalogue • Recognise TV program names in paper • Retell a simple cartoon strip story • Locate pay on pay slip • Read common items from short shopping list, e.g. tea, bread • Follow a simple map • Read simple instructions with illustrations • Identify types of classified ads • Read and comment on brief current newspaper headlines and photographs.	• <i>Confident</i> • <i>Confident</i> • <i>Confident</i> • <i>Beginning</i> • <i>Confident</i> • <i>Beginning</i> • <i>Beginning</i> • <i>Developing</i> • <i>Confident</i> • <i>Developing</i> • <i>Developing</i>	1.1
2	• Retell cartoon strip story • Read and follow short instructions/ listed illustrations • Read short notes, greetings, etc. • Distinguish different styles in simple letters, e.g. note to school or to a friend • Use a catalogue or price list • Read a simple bill • Follow a 'step by step' short recipe • Locate information in a telephone directory • Use a simple dictionary • Read simple definitions, descriptions • Read a short accident report • Detect obvious bias in a short piece of writing, e.g. in a newspaper and suggest possible meanings • Read and speculate on a simple 'who done it' story		

3.3.3 Skills Assessment Framework: READING (continued)

BAND	SKILL/TASK/TEXT	COMMENT	POSSIBLE GROUP
3	- Follow a short story or letter line - Read a short business letter, e.g. making an appointment - Read and understand instructions, e.g. to put together a simple appliance - Read work related information and procedure sheets, e.g. fire drill - Read and understand instructions on completing forms and form structure - Read telephone messages and other more complex messages - Read texts for information, e.g. cookery books, gardening books, etc. - Access and use reference material such as a dictionary - Interpret and comment on newspaper articles - Describe and assess argument in an electoral broadsheet - Read and assess points presented in circulars from local authority, e.g. on policy changes		
4	- Retell and reflect on a complex story, read, relate to own and others' experiences - Read and act on complex forms, e.g. tax returns - Use and critically evaluate a street directory, tourist guide, government information sheet, e.g. information on benefits - Use any form of mail order system - Use reference material, text books, dictionaries, thesaurus, specialist magazines or articles - Critique advertising matter - Critique newspaper articles, letters to the editor, editorials, political tracts - Compare texts for argument, content, bias		

3.3.3 Skills Assessment Framework: WRITING

BAND	SKILL/TASK/TEXT	COMMENT	POSSIBLE GROUP
1	• Write letters, numbers • Write own name and address • Write some familiar words, e.g. child's name, 'social' words • Write short greetings, address envelopes • Invent and draft newspaper headlines and 'one liners' • Write a short sentence about something personal or an opinion • Use common punctuation		
2	• Write a short personal story • Write a short diary entry • Write a postcard • Write a short note or telephone message • Fill out a simple form, e.g. order form • Complete a school 'permission' form • Write a short accident report • Write brief instructions for someone to use an article or follow a simple procedure • Write out simple directions to find a location • Write a short letter of complaint • Write a brief review of a TV program • Use paragraphs, sentences, pronouns, conjunctions, textual conventions and cues, e.g. headings		

3.3.3 Skills Assessment Framework: WRITING (continued)

BAND	SKILL/TASK/TEXT	COMMENT	POSSIBLE GROUP
3	• Write a brief imaginary story • Write a short letter consciously using different styles, levels of formality • Write out complex instructions for following a procedure, e.g. safety procedures • Fill out a complex form, e.g. Medicare claim form, application for a licence • Compose a basic curriculum vitae • Write an explanation of the use of something, e.g. common DIY tools, classifying them, describing function, etc • Compose a comment that includes more than one point of view, e.g. use of nuclear fuel • Use most of the common conventions of text arrangement, punctuation, etc., appropriate to all the above activities		
4	• Write a story, poem, history or narrative • Complete a tax return or application for citizenship form • Write out a CV and accompanying letter of application • Write minutes of a meeting, e.g. a social club or school council • Write detailed instructions or procedures for fellow workers • Compose own definitions • Write a "letter to the editor" • Draft a policy recommendation for a club or group to which you belong • Use a wide range of semantic and syntactic devices and conventions • Use appropriate 'voice' in writing		

3.3.3 Skills Assessment Framework: NUMERACY

BAND	SKILL/TASK/TEXT	COMMENT	POSSIBLE GROUP
1	- Estimate height of objects, weight, etc. - Use measuring devices and units found at home, e.g. simple scales - Classify groups of objects - Understand properties of common shapes, e.g. circles, cubes, etc. (in two and three dimensions) - Give directions e.g. to find an address - Count and order numbers up to 1000 - Handle money or numbers using four basic operations (+ - $\times$ $\div$) - Interpret simple tables, graphs, e.g. in leaflets, magazines		
2	- Use complex measuring instruments, e.g. at work - use of a micrometer - Do calculations to complete order forms or convert from one unit to another - Read a map such as a local street map - Recognise and describe and create 3-dimensional shapes - Understand place value sufficient to carry out an everyday calculation - Use a calculator - Use a timetable - Interpret simple graphs from a newspaper - Use a problem solving strategy to find a 'missing number'		

3.3.3 Skills Assessment Framework: NUMERACY (continued)

BAND	SKILL/TASK/TEXT	COMMENT	POSSIBLE GROUP
3	• Use a protractor • Calculate area • Estimate travelling time • Demonstrate appropriate use of formula, e.g. to calculate circumference • Understand application of measurement of angles, e.g. woodwork • Demonstrate understanding of scale e.g. by interpreting a map or scale plans and drawings • Use four operations (+ - x ÷) with whole numbers, fractions, decimals and percentages • Use a calculator to perform the above • Demonstrate understanding of concept of ratio, e.g. by interpreting 'authentic' information provided, e.g. from a book • Use information and statistics to create graphs and pie charts • Use basic algebraic rules		
4	• Calculate surface area and volume • Use sine, cosine and tangent in a given situation • Use wide range of numbers and perform complex calculations using a calculator • Create, interpret and use technical and statistical data at work and personally when presented with it in newspapers or other media • Use algebraic methods in problem solving in abstract and real situations		

(Note that students with skills beyond Level 2, may be more appropriately assessed by a maths specialist.)

3.3.3 Authentic Materials for Use in Literacy Assessment

Calendar
Catalogues
Pay Slips
Shopping List
Large Scale map
Newspaper headlines and photographs
Cartoon strips
Community Newspaper ads
TV program listings
Pictogram Instructions
Adult 'Readers'
Instructions on packets
Greeting Cards
Simple Dictionary
Simple Forms
Memos
Magazine and Newspaper Articles
Work Notices
Bills, Receipts
Business Letters
Personal letters
Domestic Appliance Instructions
Safety Procedure Sheets
Election Leaflets
Minutes of Meetings
Government Leaflets
Tourist Information
Holiday Brochures
Mail Order Catalogues
Dictionary
Reference Materials and Texts
Complex Forms
Policy Statements from Political Parties, Organisations etc
Editorials
Specialist Magazines
Poetry
Stories (childrens' and adults')
Insurance Documents

3.3.3 Authentic Materials for Use in Numeracy Assessment

Calendar
Clock
Scales, Rulers, Thermometer, Measuring Jug
Different Shapes Objects - Squares, Globes, etc.
Pictures
Money
Bills
Receipts
Bank Statements
Catalogues
Work Timesheets
Score Cards
Betting Slips
Tables - Temperature, Timetables, Tide Tables, DIY Tables
Weather Charts
Maps - Small and Large Scale
Order Forms
Graphs, Charts, Pie Diagrams, etc. from Newspapers
Newspapers
Magazines
Price Lists
Holiday Brochures
Compass
Work Related Literature, Instructions, Texts
Forms
Calculator

3.3.4 Observation

Observation of the student/client behaviour and body language both incidentally, during the performance of tasks and in answering questions, is usually cited as an important element of assessment whether initial, on-course or exit.

It helps to be clear about what information can be gathered from observation and to have a system for recording and processing or analysing it in some way. Most assessors and teachers will need to sort out an effective and practical way of using the information gained in this way. Listed below are some of the indicators that might be observed during assessment, might have an impact on the student's ability to learn effectively and may be worth following up through discussions with the student.

Sensory - Motor Abilities

The student/client with sensory or motor difficulties or disabilities will not always reveal the extent or level of disability - frequently because they are unaware of it themselves and certainly may have little insight into its impact in developing and carrying out literacy skills and tasks.

Some of the indicators to watch out for during assessment include the following:

- | | |
|----------------|---|
| VISION | <ul style="list-style-type: none">• the student wears glasses• the student doesn't wear glasses but seems to have difficulty with printed material, e.g. focussing |
| HEARING | <ul style="list-style-type: none">• the student wears a hearing aid• the student doesn't wear a hearing aid but appears to have difficulty hearing what is said |
| SPEECH | <ul style="list-style-type: none">• the student has problems articulating words or certain letters• the student uses inappropriate words or language structures (make allowance for students whose first language isn't English) |
| MOTOR | <ul style="list-style-type: none">• the student has problems holding a pen, turning a page, or other gross motor difficulties. |

Cognitive and Psychological Abilities

The assessor should be alert for indicators of intellectual or psychological disabilities that are not recorded or about which information is already available but which may impact on the student's learning success and the organisation of a learning program. Indicators to watch out for include:

- inappropriate inter-personal behaviours
- apparent lack of concentration
- signs of tiredness, lethargy, confusion, disorientation
- use of inappropriate language
- inability to follow assessors questions and to focus own response
- physical signs of intellectual disability
- signs of hyperactivity.

All of the above might indicate a physical, intellectual or psychological condition or a medication regime that could affect learning. Assessors and teachers will probably want to discuss this with the student in order to consider ways of accommodating the condition into the learning program or compensating for it's impact through treatment.

3.4 Checklist For Use By Assessor Before Ending Initial Interview and Initiating Referral Procedure

- Do I have all the factual information correct (name, address, age, referred by, availability, class preferences etc)?
- Do I have all relevant information about short and long term goals, general ambitions, vocational, educational aspirations etc?
- Have I sufficient information about special or individual needs or disability or have I been able to institute further enquiries?
- Do I have all the information I need about the student's current skills and relevant prior experience in order to make a recommendation for placement and provide sufficient information for the teacher to begin tuition?
- Have I provided the student/client with sufficient feedback and information to:
 - ⇒ decide to proceed or not with tuition;
 - ⇒ gain an understanding of his learning needs sufficiently to help them become an 'active' learner and set up learning goals;
 - ⇒ know what will be expected of him as a learner and what tuition will be like;
 - ⇒ find his way to the first session knowing location of group;
 - ⇒ choose mode, timing and location of tuition;
 - ⇒ begin to think about future options?
- Have I completed all the necessary proformas or recording requirements and checked availability of tuition?
- Have I consulted with the student on all the possible options?
- Have I made arrangements for any further referral, as necessary, and discussed the implications of this with the student?
- Have I asked him if there is anything the student is unsure of and given him a contact telephone number and name to call if he needs any later clarification or is unable to take up a place in a class?

4. ON-COURSE ASSESSMENT

- 4.1 Introduction**
- 4.2 Practicalities and General Guidelines**
- 4.3 Approaches and Instruments for Use in On-Course Assessment**
 - 4.3.1 Student Diaries**
 - 4.3.2 Student Personal Profile (I)**
 - 4.3.3 Student Personal Profile (II)**
 - 4.3.4 Individual Personal Profile for Use by Teacher**
 - 4.3.5 Summary On-Course Profile for Use by Teacher**
 - 4.3.6 Observation**
 - 4.3.7 Assessment of Prior Learning and Experience**
 - 4.3.8 Group Assessments**

4.1 Introduction

Assessment needs to be an on-going process that can be built into the learning time and formally recorded by student and teacher.

On-course assessment provides the student with:

- continual feedback on progress
- information which he can use to modify learning goals or set new ones
- a 'learning to learn' skill that increases his ability to take responsibility for his own learning
- accrued evidence of achievement of learning that can also be used in an exit or final assessment or for certification.

On-course assessment is, of course, critical to those students who are undertaking formal accreditation.

On-course assessment provides the teacher/tutor with:

- information about student progress, rate of progress and difficulties
- indications of new learning needs
- information about the effectiveness or otherwise of particular materials or learning activities in relation to the learning goals of the student(s).
- information about student reactions to the learning program.

4.2 Practicalities and General Guidelines

Preparation

When planning on-course assessment teachers will need to:

- Discuss with their student(s) the value and purpose of on-going assessment.
- Check if the student is in agreement with the idea and has agreed what processes or approaches to use.
- Check if the student has enough information to embark on and maintain a record of activities, particularly those that require a high measure of self assessment, e.g. a computer aided assessment package such as 'Baselines'.
- Clarify if everyone involved is clear on how the information gathered is to be used.

- Familiarise the student(s) with the 'language' used to describe progress and the skills required to analyse his own development.
- Ensure that time has been set aside in the planning of the program for recording and reviewing progress.
- Explain how the information gained during on-course assessment will be used to plan learning activities.

Planning

Experience with assessment in many adult learning programs has shown time and again that students' attitudes towards assessment are heavily influenced by those of their teacher. The attitudes of teachers who approach assessment as a meaningful, collaborative and rewarding process rub off on students. Teachers can demonstrate that they take the issue seriously by planning adequately for the integration of on-course assessment into the program and for review time with students to ensure that the information gained is used fully. In this way, the teacher can help to ensure that this time is not viewed by students as unproductive or a loss of 'learning time'.

Who is involved?

Teacher and student are both involved in on-course jointly and separately. In addition student on-course assessment can be individual or group or a combination of the two. The use of group assessment of progress is most effective if students are also maintaining their own individual records of progress and are able to contribute more effectively to a group review.

Some notes on group assessment processes are included at the end of this section, (see p. 68).

Self Assessment

A key dimension of in on-course assessment is its heavy emphasis on student self assessment as well as on self recording. In this way students are very actively engaged in reflection on their own learning. Commonly used forms of on-course assessment involve some comment or analysis of progress, by the student on his skill development and his use of newly acquired skills outside the classroom. These are usually recorded in a personal or subjective way. At a later stage with the teacher these observations will be discussed jointly.

***Student
Records***

Assessment of progress during a course of tuition can be recorded by the student in a number of ways, including:

- personal diaries
- use of checklists, sometimes devised at the beginning of the program and defining those learning goals that the student has identified for himself
- marking up progress on a 'profile' sheet

These are all followed up with regular guidance sessions with the teacher, when progress is discussed and new goals defined.

***Teacher
Input***

The teacher will normally use observation of students and her own records of sessions, to contribute to assessment discussions.

Follow up discussions between teacher and student, reviewing their individual impressions and recording of progress provide the opportunity to:

- examine areas of progress
- note rate of progress
- identify problem areas
- identify potential new directions
- gauge student satisfaction level.

Essentially this review is a combined effort with the teacher using her skills to interpret the information, confirm progress and to suggest appropriate further development. She will also use her own information gathered during class time, to aid this review.

***On-Course
Assessment
and Course
Evaluation***

The process of on-course assessment should not be confused with course evaluation, to which however, it can contribute. Course evaluation concerns reflection and review of the *course content and operation* itself, as distinct from the progress of the individual student. However, student progress may itself be a performance indicator of the success of a course, and in this way student self assessment will contribute evaluation data.

4.3 Approaches and Instruments for On-Course Assessment

Carrying out on-course assessment will involve the review of progress in:

- skills or competencies acquisition
- increased use and confidence in appropriate and wider application of those skills
- overall integration of those skills and confidence into everyday life and future personal plans.

Skills or competency goals will normally have been defined during initial assessment or very early in the tuition process (although they will often be modified later). To some extent, these goals will match the curriculum goals defined by the location of the course on the ILCM and individuals will additionally define extra goals for themselves. These goals will need to have been recorded.

For the **student**, information to aid him carry out self assessment at this stage comes from:

- Evidence of current learning activities in hand and those already carried out. It is useful for students to maintain a portfolio of their work throughout the course, or a diary of activities that can provide this feedback.
- Records of responses to activities and reflections about increase in confidence of use of the skills.
- Comment on the application of the skills in everyday life and future plans.
- Any relevant comment on overall benefit derived from the learning process.

Teachers engaged in the same process will need to:

- Maintain their own records of curriculum goals, activity plans and comment on response of students.
- Maintain records of individual student goals providing assessment feedback to the student on these too.
- Try to develop a systematic recording and use of observation of students in the classroom.

- Ensure that students are happy with the system of self assessment they are using and familiar with the 'language' the teacher uses to describe learning processes and outcomes. Using agreed common terminology in the group to describe attitude change, skill development or levels of achievement, such as "developing" or "confident" helps; as does discussion about what these standards mean in applying the newly acquired skills in everyday life. Using common terminology and agreed meanings need not replace the student's own comment, but empowers him to work as an equal partner with the teacher in the assessment process.

Without this level of planning and review it becomes difficult for the teacher to contribute usefully to the self assessment of the individual student.

The remainder of this section includes examples of different kinds of on-course assessment recording methods and the process or strategies involved.

4.3.1 Student Diaries

Date: 1 May
WORK DONE <i>Local History Theme:</i> <i>Using the library to find books about this area.</i> <i>Working in small group to decide on topics to follow up.</i> <i>Write letter to local history society.</i>
COMMENTS <i>Enjoyed library visit.</i> <i>Found out a lot about using reference library.</i> <i>Will work on 'industry' in the area.</i> <i>Letter difficult - only got as far as a draft.</i> <i>Finish next week. Spelling !! (used dictionary)</i> <i>Will go to library myself at weekend.</i>

Students can be encouraged to maintain anecdotal records of their tuition. They can be given advice on how to structure diaries in a useful way that will contribute to meaningful self assessment, e.g. by completing sentences such as:

- "How I felt about the activity was"
- "What I learnt included"
- "How I will use this learning will be"
- "Things I need to go over again include"

4.3.2 Student Personal Profile I

This profile gives student's an 'at a glance' idea of their progress. The goals column is for the main aim or literacy task, e.g. writing letters or notes, reading a newspaper, etc. The skills column is for a breakdown of the larger 'goals' into achievable, separate skills and sub-skills, e.g. find the headlines, find the key words, etc. The progress column can be a series of ticks marking the rate of increased skill and the final column is self explanatory. The student can record his progress in each of the skills by ticks. Each tick records a significant change in proficiency and confidence, e.g. from 'beginning' to 'developing'.

GOALS	SUB-SKILLS or ELEMENTS	PROGRESS	HOW AM I USING THIS
WRITING PERSONAL LETTERS <i>and</i> SHORT BUSINESS LETTERS	Choosing a style	✓	Short notes and letter to friends - much better
	Punctuation	✓	
	Spelling and dictionary use	✓	
	Putting down ideas, arguments	✓	
	Expressing feelings	✓	
	Using the right layout	✓	

4.3.3 Student Personal Profile II

- This profile can be used as a record of work as well as a record of attainment. The student ticks the 'date' columns if work is done on a particular skill area on that date and when he feels confident in using the skill in any situation he should tick the "confident" column. At this stage he should be able to make a comment as to how he is using this skill.

This profile can be used in different ways:

⇒ It can have student defined skills/goals in the first column

OR

⇒ It can have the curriculum goals already printed in the first column, with possibly space below for additional individual student skills goals.

In this way discrete work in the different **domains** of literacy or the different **areas** of numeracy competencies can be distinguished and relative progress in all can be compared.

- The profile can be used for both literacy and numeracy groups.
- The profile could be developed into a formal accreditation record.

4.3.4 Individual On-Course Profile for Use by Teacher

Teachers may choose to analyse and record specific activities designed to enable the student to demonstrate current skill levels. A profile sheet along the lines of the one below can provide a system for this approach to assessment. Such a proforma can be developed for use in assessing reading and writing skill levels and can be varied to meet the needs of different groups. The task used in the process should be carefully designed and the skill areas defined.

INDIVIDUAL PROFILE		
Reading Task	Reading a newspaper article from community newspaper	
Name of Student	Alan, S.	Date 17-04-92
SKILL	COMMENT	
General Approach		
Understanding of text type	• Good	
Search for meaning		
Confidence	• Quite confident	
Willingness to 'risk take' and try alternative strategies/seek help	• Tried a range of strategies to deal with difficult words - asked for help	
Reading Strategies		
Use of prediction/guessing	• Good, quite fluent and made appropriate substitutions, using contextual clues and 'searching ahead' through text	
Skimming		
Scanning		
Use of contextual clues		
Use of dictionary		
Use of syntactic clues to aid comprehension	• Excellent use of syntactic clues	
• layout	• Used photograph to aid understanding and comment on meaning	
• headings		
• illustrations		
Comprehension Levels		
• All of text	• Yes, after help with some word recognition	
• Main ideas		
• Meaning behind text		
• Bias	• Made comment on 'bias' of reporter	

INDIVIDUAL PROFILE

Writing Task _____

Name of Student _____

Date _____

SKILL

COMMENT

General Approach

Understanding of text type
Search for meaning
Confidence
Willingness to 'risk take' and try
alternative strategies/seek help

- *Good*
- *Quite confident*
- *Tried a range of strategies to deal with difficult words - asked for help*

Reading Strategies

Use of prediction/guessing
Skimming
Scanning
Use of contextual clues
Use of dictionary
Use of syntactic clues to aid
comprehension

- layout
- headings
- illustrations

- *Good, quite fluent and made appropriate substitutions, using contextual clues and 'searching ahead' through text*
- *Excellent use of syntactic clues*
- *Used photograph to aid understanding and comment on meaning*

Comprehension Levels

- All of text
- Main ideas
- Meaning behind text
- Bias

- *Yes, after help with some word recognition*
- *Made comment on 'bias' of reporter*

4.3.5 Summary On-Course Profile For Use by Teacher

This will include a list of the curriculum goals or course outcomes with space for the teacher to record work in progress and confident attainment, by individual students, of the skill. Confident attainment of the skill needs to be defined in terms of:

- consistency
- confidence
- application in different contexts
- application of the skill outside the classroom

Teachers will need to check with students how they are using skills in daily life and if they feel confident in using the skills in a range of situations. This recording profile is only intended for use as a summary record and requires information to be fed into it from a number of other assessment processes.

[illegible]

4.3.6 Observation - On-Course

Most teachers consciously or unconsciously use the process of observing students to guide their teaching and to consciously assist students in the process of self assessment, by feeding back their observations in discussions on progress.

It would be difficult, even impossible, to record all the information gathered in this way but its useful to record **significant** or **unusual** student responses that can be used as an aide memoire for planning and for feedback to the student.

Notes of this kind can be recorded as part of a standard teaching journal or recorded separately. The comments can then be referred back to during assessment discussions.

DATE _____	
GROUP	_____
AIM OF SESSION	_____
ACTIVITIES	_____ _____ _____
GENERAL COMMENTS	
_____ _____ _____ _____	
SPECIFIC COMMENTS	
• Anne used a calculator for the first time! • Check to see if Daryl understood work on fractions. • Marie ill - will need recap next week.	

4.3.7 Assessment of Prior Learning and Experience

The inclusion of this process either in conjunction with initial assessment or as early as possible in the learning program, is increasingly important in adult learning, training and retraining.

Crediting adults with learning outcomes from prior experience is important in two ways:

- It provides a more complete picture of an individual's current abilities and needs and encourages greater awareness and insight in the student of capabilities and potential, frequently increasing levels of confidence at the same time.
- As accelerating changes in work practices and competencies demand greater transferability of skills on the part of the worker, systematic educational procedures for identifying transferable skills prior to or during learning or training, becomes increasingly important to the adult returning to learning.

Teachers/assessors will need a systematic procedure for eliciting significant information about prior learning and for recording that information in a way that relates to the other sections of the assessment record. They will need to interpret such information to the student/client and determine how the information gained can be used in the learning process or in setting further learning goals.

There are two areas of prior learning about which the teacher will need to gain information:

- formal learning/training including vocational and general educational qualifications, attainments etc obtained through the process of 'education' or 'training' in school, college or through a recognised on-the-job training procedure. This type of learning is easily recognised, usually knowledge and/or competency based and represents the 'public' face of the skills of the individual.
- informal learning or experience acquired through normal everyday living, in paid and unpaid activity and through the daily processes of personal interaction and living within a community. This type of learning is frequently ignored, its importance under-rated and its systematic analysis neglected. Because it is not 'visible' in the same way as formal learning it is hard to quantify and may be ignored by the student himself. It is

even more important that the assessor provides a channel for the identification of this learning and a way of relating it to the purpose of the current assessment and its outcome.

If the assessor or the teacher and student wish to undertake an assessment of prior learning the following procedure provides a framework for carrying out such an assessment.

- Clarify the purpose.
- Prepare an AUTOBIOGRAPHY listing significant and relevant experiences.
- From this identify learning derived, perhaps clustering it into skills or competencies, knowledge and learning strategies that have proved successful.
(At this stage a student might make a note to bring together evidence of any formal learning claimed, e.g. school certificates, trade qualifications, etc.)
- Match prior learning to the requirements of the current learning program.

A format for describing the outcome of this type of assessment might be as follows:

Time Frames and Key Activities	Breakdown of Activities	Key Comments, Experiences, Skills Gained
Age 5 - 15 Schooling	Primary	Missed much, began to have difficulties with reading and writing.
	Secondary	Left at earliest opportunity! Had some difficulty with writing, but caught up a lot with others in class in reading. Enjoyed some subjects - history and art. Left school with no formal qualification.

Age 15 - 19 Employment	1st Job	Junior shop assistant - no problems with handling money. No real need to do much writing. Enjoyed job and remained until marriage and birth of first child.
Age 19 - 30 Personal Life		Two more children, remained at home caring for children and during last year nursing father through terminal illness. This has involved learning about early childhood and education and care of pre-schooler; and later, the care and nursing of terminally ill including daily care and hygiene, nutrition and medication, dealing with health workers and all associated paperwork. Dealing with father's estate.
Present		All children now at school, no other family responsibilities. Ready to resume work but uncertain what kind of job to attempt and unsure of skills levels and requirements of employers. Signed up for basic skills tuition, notably to improve writing skills. Now placed in a mixed literacy/numeracy group and in second week of tuition.

From this brief autobiography it would be possible to identify a number of learning outcomes that comprise knowledge, skills and learning strategies that might have been overlooked during initial assessment but which could:

- Contribute to accrediting the student with vocationally relevant knowledge and competencies;
- contribute to more effective learning in the current program, through:
 - ⇒ identifying effective learning styles;
 - ⇒ providing an interest focus for work in hand;
 - ⇒ enabling a more comprehensive assessment of skills - "I can do ..." or "I have already tried but need more practice in ..."

In the example of the student outlined above the teacher and student together would identify the learning gained by analysing the 'autobiography' and then list these, together with some of the 'strategies' for effective learning that might be suggested during this more thorough discussion. The list might emerge as follows:

Skills	Factual Knowledge	Strategies for Learning
• Considerable basic Numeracy skills • Fluent reader • Home nursing • Skilled shop assistant • Parenting skills	• Childcare • Home nursing • English history	• Learns by 'doing' and using material related to interest in history • Willing to peer tutor in numeracy and reading

From this, teacher and student would have derived:

- information of a vocational relevance should the student wish to develop this into a 'portfolio' or curriculum vitae;
- information about preferred learning style;
- a 'thematic' focus for individual work that is highly motivating (history);
- more data on existing basic skills or skills that have been 'forgotten' or not practiced for a while;
- a learning strategy offered through peer tutoring;
- greater confidence on the part of the student in her own capacity and success in learning.

Assessment of prior learning might be built into a program as a discrete initial activity for all students to undertake. It might form a 'theme' for a group or part of a student writing weekend or a 'learning to learn' program.

4.3.8 Group Assessments

Using the group to engender discussion of progress can be helpful in a number of ways:

- It can provide additional 'external' feedback to an individual student on progress and use of a skill, in an **informal** way, by people who are in the same situation and sensitive to the activity the student is engaged in.
- It can help individuals within the group to recall behaviours they may have forgotten and provide a clearer notion of what comprises "confident attainment and application of skills". Group discussions can also provide extra insights into the individual's performance.
- It can provide the teacher with information that she may not have.

Group assessments would normally be focussed by:

- A group discussion of overall progress, e.g. once monthly.
- General discussions following specific activities, e.g. if a student gives a short talk or presentation to the group, or the group carries out a piece of research and writing.

Group assessment processes are useful as supplements to individual self assessment and teacher assessment but are not a substitute for these. They are also most useful and successful when they are a regular part of the group's activities and when the group has been encouraged to work together in this way, actively reviewing their progress with each other. If students are encouraged individually to monitor their own progress they will be more able and usually more willing to take part in group assessments - having the language and skill to make meaningful comment.

Informal, unplanned group assessment frequently occurs during coffee breaks and at other times when students meet up. This informal peer group interaction plays an important part in helping individuals to monitor their own progress.

Group assessments can take place with or without the teacher being present. Most group assessment is unrecorded, but can be a valuable preparation for end of course evaluation, e.g. if a formal written or taped evaluation of the course by the students, is requested.

5. EXIT ASSESSMENT

- 5.1 Introduction
- 5.2 Practicalities and General Guidelines
- 5.3 Approaches and Instruments for Use in Exit Assessments

5.1 Introduction

An exit assessment provides a record of student achievement and current skill levels and can also indicate other learning outcomes. In addition to this it can be used to indicate new learning needs and possible recommendations for further study.

Exit assessments will be required for CES students but for other students too, they represent a desirable formal recognition of attainment and accrued credit. For this reason, providers and teachers may wish to develop a system of automatically issuing students with exit assessments records for use for example in a job application or CV and set up a system for interviewing all students when they leave a course.

5.2 Practicalities and General Guidelines

Who is Responsible? Responsibility for providing exit assessments for CES clients is that of the provider. In practice exit assessments are likely to be carried out in the classroom by the teacher and student. In a formal accreditation system they are also carried out by an external moderator.

Information Much of the information providing a basis for an exit assessment will have already been gathered throughout the duration of the learning program and will be available through student diaries, profiles and class record notes. Teachers/Assessors could use student records to supplement their own on the spot assessment procedures and should have access to the findings of the initial assessment, which can be used to help assess progress and change.

Student Input In addition, the student may wish to compile a final written comment on the impact of the course, reflecting not just on basic skill development but on other areas of growth; including changes in confidence, perceptions, aspirations and growth of other skills e.g. inter-personal skills, communication skills, development of memory etc. This piece of reflection can be done as part of a wider evaluation of the course, although it remains essentially a self assessment activity. The assessor for CES clients will also rely on the verbal information provided by the student during the exit assessment interview.

Group Assessments	Exit assessments can also be done as group assessments, using discussion and taped commentary. A group assessment is done as an additional procedure to complement and supplement individual self assessments, providing different insights and sometimes new information. As with the individual assessment, the group might be asked to comment on course impact and outcomes, in terms of the growth of skills, application of new skills and changed attitudes.
External Moderation	Exit assessments could be moderated by an external assessor who would confirm the final statements of competencies. This procedure is common in formally accredited courses.
Recording	Exit assessments can be recorded in a variety of ways including: • internal statement of attendance and attainment (see p.76) • completed profiles • summary assessment report form (such as that required by CES) • completed goals checklists • student end of course assessment forms (normally included in evaluation documentation and in student portfolio or as an addendum to the profile).
Timing	Teachers carrying out an exit assessment will need to plan a final review session with their student. This should probably be before the end of the course. One solution is to have time specifically allocated to exit assessments in program planning and to have resources i.e. paid teacher time, allocated for this.
Assessment Tools	Tools and approaches used in exit assessments will be similar to initial assessment, except that the accumulated evidence and recording of on-course assessment will be available to contribute to the final report. Teachers carrying out a final assessment can discuss with the student appropriate strategies or processes.
Referral	Students who have identified new education or training needs as a result of attending a course of tuition will need help in determining possible courses of action and identifying potential new learning programs. CES clients will have new learning goals identified in their final exit reports. Other students may need help in referral to new courses or other providers.

5.3 Approaches and Instruments for Use in Exit Assessment

Teachers providing students with exit assessments may find it sufficient to finalise and date profiles already used during the course of tuition. These can then be kept by the student either as part of a CV or as part of his portfolio of work. In addition they might together review other skills gained during the course and new goals or changed attitudes.

If profiles are not being used, a final summary statement of attainment might be completed for the student to retain. The teacher will wish to retain an abbreviated form of this information for evaluation purposes. To record skill attainment fairly sufficient time should be set aside at the end of the course for this process.

When providers are carrying out exit assessment for CES clients they may need to carry out a separate discrete assessment to that of the teacher, using approaches and tools similar to the initial assessment but modified in the light of the additional recorded information the student may bring with him. A summary of the information gained during this process should be recorded on the CES exit assessment report form.

The remainder of this section includes examples of approaches and recording methods for use in exit assessment.

5.3.1 Exit Interview for CES Clients

The interview should be used to:

- Obtain and record information about the student/clients present skill levels.
- Note any additional outcomes of the tuition program, e.g. increased level of confidence, a job, voluntary work, changed social literacy activities.
- Help the student establish new goals in order to make further recommendations for education or training if required.

If the student has participated in active self assessment during the course of tuition he will probably find it easier to comment on his current skill levels and on other outcomes of the course, than at the initial interview. However the assessor might find it useful to include some prompt questions such as:

- "Do you think the course has helped to improve your reading/writing/maths?"
- "How are you able to use these new skills?"
- "What basic skills areas would you like to do some study on?"
- "Do you think the course helped you in any other way?"
- "What other training would you like now?"

5.3.2 Discussion Points for Use by Teacher and Student(s) in Assessing Student Development

These points can be raised in individual or group discussion and can be recorded by the student as part of his own portfolio or added to his profile, and by the teacher for evaluation purposes.

- Do you feel better (more confident) about your reading/writing/maths as a result of being on the course?
- Is there any area you still feel unsure of or feel that you really improved on?
- Are there any other skills you think you have developed by attending the course?
- Has the course made you feel differently about education or training?
- Has the course changed your plans in any way?
- Do you think you'll be doing any more courses? Can we help?

Example of an Internal Statement of Attendance and Attainment

Name of Student _____
Details of Course Completed _____
Name of Educational Provider _____
Dates of Course _____
Summary of Course _____ _____ _____ _____
Goals Attained (Personal and Program) LITERACY _____ _____ _____
NUMERACY _____ _____ _____
This statement confirms that _____ attended and satisfactorily completed the above course.
Signed on behalf of Provider _____ Date _____

6. GUIDELINES FOR RECORDING ASSESSMENT

6.1 Who Needs to Know What

6.2 Model Forms for:

- Initial
- On-Course
- Exit Assessment

6.3 Record Keeping

6.1 Who Needs to Know What?

Assessors may find it helpful to use the 'at a glance' checklist to ensure that interested stakeholders obtain appropriate information.

Guide to Information Requirements

Pr	Provider
Tu	Tutor
St	Student
AB	Auspic Body (e.g. ACFE, DEET)
Em	Employer (only if referring)
RB	Referring body, e.g. CES
RT	Referred to, i.e. other provider/agency
Opt	Optional - not strictly necessary

Background Information

Who Requires Information?							
Pr	Tu	St	AB	Em	RB	RT	Opt
.	.					.	
.	.					.	
.	.					.	
.	.		.			.	
.	.					.	
.	.					.	
			.				
.			.			.	
.	.					.	
.	.					.	
.	.					.	

Surname _____ DEET requires first four letters only

Given Name _____

Address _____

Postcode _____ DEET requirement

Phone (H) _____

Phone (W) _____

Year of Birth _____ DEET requirement

Gender _____ DEET requirement

Best Time to Contact _____

Study Preferences _____

Restrictions _____

Background Information/Student History

Pr	Tu	St	AB	Em	RB	RT	Opt
.	.				.	.	
.						.	.
.	.		.			.	.
.	.		.			.	
.	.					.	
.							
.	.		.				
.	.	.			.		
							.
							.
	.						.
.							.

Relevant problems which affect learning

Previous School Experience

Country of origin

First language

Level of education in first language (if not English)

Referred by

Employment Status

Learning Goals

Personal Goals

Prior learning/experience

Other education/vocational qualifications

Did you enjoy school?

Interests

How did you hear about this program?

Learning Preferences

Pr	Tu	St	AB	Em	RB	RT	Opt
.			.	.	.	.	
.						.	
.							
.							
.	.					.	

Type of class wanted

When is the student available for tuition?

Venue preferred

Access to transport

Preferred learning style

Course Information

Pr	Tu	St	AB	Em	RB	RT	Opt
.		.					
.		.					
		.					
		.					
		.					
		.					
		.					
		.					
		.					

Type of course, e.g. 1:1, small group, class, Numeracy/Literacy

Name of course

Venue

Address

Time

Tutor's Name

Contact Number (apologies for absence, etc)

Practical needs for course

Any other essential information

Course Level Recommended

Pr	Tu	St	AB	Em	RB	RT	Opt
.	.	.					

Recommendations

Pr	Tu	St	AB	Em	RB	RT	Opt
.	.	.			.		
		.			.	.	

Recommendation on type of program required

Requests for further information

6.2 Model Forms for Use in Assessment

The forms included in this section are divided into 3 groups:

- Initial
- On-Course
- Exit

Each is indicated as being either for internal or external use.

With the exception of forms devised for use with CES clients these forms are examples drawn up for guidance and providers can choose to use them or modify them as required.

6.2.1 Initial Assessment - Example of Interview Form Internal Use

Initial Assessment		Page 1
		Date of Assessment _____
Surname	_____	
Given Name	_____	
Address	_____ _____	
Postcode	_____	
Phone No. (H)	_____	
Phone No. (W)	_____	
Date of Birth	_____	
Gender	_____	
Best Time for Contact _____		
Times Available for Study		
AM	PM (DAY)	PM (EVENING)
Weekday (state day) _____		Weekend
Study Preferences		
1:1	Group	Other (Distance, Open)
Any Restrictions (Time, Transport, Finance, etc.) _____		
Client's Comments _____ _____		
Assessor's Recommendations _____ _____		

CONFIDENTIAL ASSESSMENT REPORT

Country of Origin _____

First Language _____

Referred by Self Employer Other Agency

Employment Status	P/T Paid Employment Unpaid/Unemployment	F/T Paid Employment Pension
-------------------	--	--------------------------------

School History
(Level Attained, Attendance, Attitude) _____

Level of Education in First Language _____

(If not English) _____

Other Education and Vocational Qualifications _____
_____Learning Goals _____

_____Personal and Employment Related Goals _____

_____Relevant Prior Experience/Training _____

_____Interests _____

SKILLS ASSESSMENT SUMMARY

READING

WRITING

NUMERACY

ASSESSMENT SUMMARY OF OTHER SKILL AREAS

SPEAKING AND LISTENING

OTHER

ADULT LITERACY AND NUMERACY INITIAL ASSESSMENT REPORT

Date of Assessment ____/____/1992

Name of Client	_____
CES ID Number	_____
CES Referring Officer	_____

Summary of Literacy/Numeracy Assessment:

--

Recommendation:

Type of Course Recommended:

(use Interim Literacy Course Matrix code)

Recommended number hours per week _____; Weeks per year _____

Availability of courses in the region: _____
_____**Preferred Option:**

Provider: _____

Course Name: _____

Commencement Details: _____

Vacancy Confirmed with the Provider: Yes / No

Any additional information: _____

6.2.3 Initial Assessment Referral Document (External Use)

REFERRAL		
TO (Contact Name) _____		
PROVIDER/AGENCY _____		
ADDRESS _____ _____		
TELEPHONE _____		
NAME OF STUDENT _____		
REFERRED BY (Assessor) _____		ON (Date) _____
FOR	ENROLMENT COURSE (Include Details) _____	ASSESSMENT
ASSESSMENT DETAILS ATTACHED _____		
ANY OTHER COMMENT _____ _____ _____ _____		
ASSESSOR'S TELEPHONE NUMBER _____		

6.2.4 On-Course Assessment

Student Personal Profile (Internal Use)

GOALS	SKILLS	PROGRESS	HOW AM I USING THIS?

6.2 Exit Assessment: External Use for CES Clients

CALP 2-92

ADULT LITERACY AND NUMERACY EXIT ASSESSMENT REPORT

Date ____/____/1992

Client Details:

Name of Client:	_____
CES ID Number:	_____
Name of Adult Basic Education Assessor for Initial Assessment:	_____

Details of Course Completed:

Name of Course Completed:	_____
Course Type (ILCM):	_____
Number of Teaching Hours •	Provided: _____
•	Attended: _____

Summary of Literacy/Numeracy Assessment:

--

Recommendations for Further Literacy/Numeracy Courses or Labour Market Program:

Course type:

ADULT LITERACY AND NUMERACY EXIT ASSESSMENT RECORD

Other Comments:

--

Provider Details:

Name of Provider:	_____
Address:	_____
Postcode:	_____
Telephone:	_____
Name of Assessor:	_____

6.3 Record Keeping

Keeping records of assessment procedures enables effective planning of individual learning and general planning and large scale resourcing at a program, regional or state level.

Records should be designed to meet the needs of the audience - namely:

- specific records for the student and for the teacher;
- summary records for the provider and for the referring agency (if required);
- generalised data of learning needs, student numbers, learning outcomes and resource utilisation/demands for planners and policy makers.

Without effective and appropriate recording formats and information content, accountability to the student, the management and the funding agency suffers.

When making records assessors and teachers need to decide:

- The audience for the record and whether it is for internal or external consumption.
- The content required.
- The degree of detail to be included on record.
- Appropriate format.
- Storage and retrieval of record systems.
- The 'Life span' of the record.

Some of these decisions will be determined by funding agency requirements, some by agency policy and administrative procedures. Those over which the assessor or teacher has discretion can be determined with the help of this Kit, including the section on purpose and uses of assessment and the examples of recording formats. An 'at a glance' recording suggestion sheet is included on the next page.

Suggestions for recording

FOR USE BY THE STUDENT:

Initial interview form and verbal feedback
Personal profile
Checklists
Portfolio of work
Verbal Feedback
Diary
Exist assessment form
Exit certificate of attainment

FOR USE BY THE ASSESSOR OR TEACHER:

Initial interview form
Student profile sheet
Curriculum outline
Class journal and noted observations, etc.
Individual and class outcomes
Exit assessment

FOR USE BY THE REFERRING AGENCY:

Summary initial interview details, learning plan and recommendations

FOR USE BY THE PROVIDER:

Summary initial interview details
Individual and class learning outcomes summary
Identified curriculum needs arising from all assessments

FOR USE BY THE FUNDING AGENCY:

Data on students' backgrounds, learning and training needs
Data on provision - courses, curriculum and new needs
Data on outcomes of programs - skills and other outcomes

7. MODERATION OF ASSESSMENT

7.1 Introduction

7.2 Moderation in Action

7.3 Establishing a Moderation System

7.1 Introduction

A *MODERATING* process for all assessment will provide the opportunity for those involved to work together towards a common understanding and use of concepts and terminology in assessment and accreditation procedures. It facilitates comparability in identifying, describing and recording the skills, attitudes and knowledge of the student/client and allows for the development and maintenance of standards. It achieves this by the encouragement of shared understandings and usage, common terminology and application, through consensus.

Moderation provides a joint and participative process that ensures:

- *Consistency* of assessment and thus equitable treatment of students.
- *Reliability* and *verification* of assessment.
- *Flexibility* and capacity for any necessary modification of the assessment procedure or instruments.
- *Participation of Assessors* in the curriculum change process.
- Continual professional development of teachers/tutors.
- A validating process for certification and credit transfer.

7.2 Moderation in Action

Essentially any moderation system should be a dynamic and ongoing process that prevents thinking and practice becoming rigid or routine. It allows good practice and new ideas to spread and prevents poor practice becoming established simply because it is never analysed or examined.

It provides the opportunity for necessary reflection on processes in use and interrogation of their value and their continuing validity, in a shared and mutually supportive context.

Moderation has to be rigorous, open and honest. Any moderating session must be planned in this way and participants need to recognise this to benefit from the activity. They must be willing to exchange ideas and opinions, share understanding and change their own practice, if necessary.

7.3 Establishing a Moderation System

Moderation is an important component of any development of assessment procedures and is essential to the effective functioning of an accreditation system.

Networks and processes for moderation might be set up at local, regional and State levels. The aim of such moderating groups would be to:

- Define *content* of assessment frameworks and criteria in terms of skills, knowledge and understanding.
- Define common *descriptors* and *concepts* used in recording procedures.

In order to do this a sampling of assessment processes, tools and recording methods will need to be carried out. The samples can then be examined by the whole group against accepted criteria and a common understanding and procedure for usage hammered out.

Other devices for reinforcing a moderation system include the appointment of "external" moderators, for example from another region or locality, who would be able to confirm concepts and descriptors, e.g. used in defining skill levels. External moderators are almost always used in a formal accreditation system. They are normally drawn from skilled practitioners and themselves undertake moderation to ensure consistency in their own work. As an aid to new assessors, the use of exemplary assessments might be appropriate.

Setting up a moderation system can be done at a local level by the establishment of informal *moderation self help groups* that operate as pairs or as small teams meeting on a regular basis. Such a team might comprise teachers and tutors from TAFE colleges, community providers or LACs and local Skillshares. Depending on the availability of staff, there is also merit in *pairs* of assessors occasionally working together to compare practice. At a regional level co-ordination of moderation activities might be carried out by one person, in conjunction with a state team. That person could ensure that links are maintained between assessors; that the outcomes of local moderation activities are fed into the regional network and that regional findings are fed into the overall State system. It might also be the responsibility of that individual to organise regional moderation activities, which might take place for example twice yearly. At State level annual moderation workshops designed for participants from every region and type of provider might be set up, particularly for formally appointed assessors for any accreditation systems.

Providers and assessors will need to be aware of developments in moderation processes initiated at State level.

In this way reflection and 'reference back' on practice can be built into the assessment process which remains both dynamic and at the same time increases in consistency in values and operation. Moderation is **NOT** the imposition of bland standardisation from outside, instead it's a lively internal, democratic process and one that ensures credibility for the learning process.

Without such a rigorous system of reflection and modification, the validity and currency of the learning process, particularly within the context of an accreditation and articulation system, is reduced.

APPENDICES

APPENDIX 1 - READING COMPETENCE AT A GLANCE

READING COMPETENCE: Literacy for Self-Expression

Entry Level 1: competence in recognising print symbols, in pronunciation and in talking about print, the necessary pre-conditions for making meaning of a written text.

Beginning:

- Can recognise and name the letters of the alphabet, irrespective of the script
- Can differentiate between letters, words and numbers
- Can match similar shapes in print
- Can recognise words with special significance such as own name, family names

Developing:

- Can recognise high interest words out of context
- Can recognise common familiar brand names
- Can find a familiar word in a sentence
- Can try simple sounding out to guess at unfamiliar words
- Can recognise a small variety of word patterns
- Can recognise, and knows the purpose of, the most common punctuation devices
- Can express an opinion on the appeal or appearance of reading materials

Exit Level 1

Can demonstrate that meaning has been made from a narrative or literary text that:

- (a) presents recognisable people, setting or events in everyday words;
- (b) is chatty in tone;
- (c) may rely on well-placed, complementary illustrations;
- (d) uses simple sentence structures;
- (e) has a simple story shape from one to three sentences long

by being able to

- (f/g) demonstrate word attack skills other than simple phonic ones;
- (f/g) express graphically or verbally what the story or poem is generally about;
- (f/g) identify particular minimal details about the characters, events or setting;
- (f/g) recall prior knowledge on the subject;
- (h) express a general opinion on the presentation or the subject matter.

Exit Level 2

Can demonstrate that meaning has been made from a narrative or literary text that:

- (a) presents mostly familiar characters, setting or events in mostly everyday language;
- (b) has more than one clearly indicated voice or perspective;
- (c) may contain related illustrations;
- (d) uses a variety of sentences linked by conjunctions to do with time to create a simple chronological sequence;
- (e) has the structure of a story about a paragraph long

by being able to

- (f/g) identify the main point and general flow of the story or piece;
- (f/g) locate key descriptive details;
- (f/g) link it to prior personal knowledge or experience, with similar stories or literary texts;
- (h) express an opinion on particular characters or the story as a whole.

Exit Level 3

Can demonstrate that meaning has been made from a narrative or literary text that:

- (a) introduces ideas or people or settings from unfamiliar times or places, with some unknown vocabulary;
- (b) includes changes in voice or tone that are not always clearly signalled;
- (c) may contain illustrations that add to, rather than, illustrate the text;
- (d) is constructed by a variety of sentence structures and tenses, not necessarily presenting a strictly chronological order;
- (e) has the structure of a familiar recount or literary type, at least a page long

by being able to

- (f/g) identify and describe the main stages in the piece;
- (f/g) locate and explain the meaning of key words and phrases;
- (f/g) determine the purpose and message of this narrative or literary piece;
- (f/g) find examples of the techniques used to achieve this end;
- (h) contrast with known comparable texts.

Exit Level 4

Can demonstrate that meaning has been made from a narrative or literary text that:

- (a) introduces a wide range of not necessarily familiar concepts, characters, places, events and/or ideas in very precise detailed or abstract language;
- (b) has some formality and diversity of tone, and with some meanings implied;
- (c) may feature so illustrations, or use ambiguous ones;
- (d) sequences the chronology through complex sentence structures, sometimes relying on literary devices to evoke atmosphere or feelings, or abstractions to make moral points;
- (e) is a variation on a familiar literary shape or a complex version of that type, usually over one page long

by being able to

- (f/g) empathise with and describe the feelings, beliefs and sensations evoked;
- (f/g) summarise the structure and flow of the story or piece;
- (f/g) recognise and identify the most significant information, including inferred ideas, by pointing to evidence in the text;
- (f/g) review own prior knowledge or thoughts about the genre or subject matter;
- (h) identify and examine the fundamental point of view shaping the text;
- (h) form and justify a personal opinion on the format chosen and the ideas/values expressed.

READING COMPETENCE: Literacy for Practical Purposes

Entry Level 1: competence in recognising print symbols, in pronunciation and in talking about print, the necessary pre-conditions for making meaning of a written text.

Beginning:

- Can recognise and name the letters of the alphabet, irrespective of the script
- Can differentiate between letters, words and numbers
- Can match similar shapes in print
- Can recognise words with special significance such as own name, family names

Developing:

- Can recognise high interest words out of context
- Can recognise common familiar brand names
- Can find a familiar word in a sentence
- Can try simple sounding out to guess at unfamiliar words
- Can recognise a small variety of word patterns
- Can recognise, and knows the purpose of, the most common punctuation devices
- Can express an opinion on the appeal or appearance of reading materials

Exit Level 1

Can demonstrate meaning has been made from a practical text that:

- (a) describes familiar procedures in everyday words;
- (b) emphasises the separate steps in the process in a relatively informal tone;
- (c) may include one or two clearly drawn, suitably-placed, diagrams;
- (d) uses single words or 1 - 3 short simple sentences;
- (e) is a rudimentary set of instructions or procedures

by being able to

- (f/g) know the purpose of the text from the layout and graphics;
- (f/g) recognise each word;
- (f/g) recall prior knowledge of the subject;
- (g/h) carry out the task described, or know if more information is needed;
- (h) express a general opinion on the presentation or the subject matter.

Exit Level 2

Can demonstrate that meaning has been made from a practical text that:

- (a) describes familiar procedures, in mostly everyday words;
- (b) addresses the reader with some formality;
- (c) may include a number of graphic features;
- (d) uses more than one sentence type, such as one word lists and simple sentences in the imperative;
- (e) is a familiar, instructional type, perhaps with heading and sub-headings, about one paragraph in length

by being able to

- (f/g) know the purposes of the text from the layout, headings and graphics;
- (f/g) know how to comprehend the few unknown words;
- (f/g) scan for particular details;
- (f/g) link it to prior knowledge on the matter;
- (g/h) carry out the task described, or know what information, if more, is needed;
- (h) distinguish between the description of the technique or task and any other messages conveyed by the text.

Exit Level 3

Can demonstrate meaning has been made from a practical text that:

- (a) describes unfamiliar procedures in a vocabulary that contains some technical terms;
- (b) is not necessarily a straight-forward sequence of commands, perhaps containing information or interpretations that distract from the task or process;
- (c) may include complex graphic material;
- (d) contains sentences that emphasise detail, position and sequence;
- (e) is organised into at least 3 different textual chunks, up to half a page long overall

by being able to

- (f/g) state the purpose of the text from the layout, headings, graphics and skimming the whole text;
- (f/g) comprehend new technical words and explain the meaning of key words and phrases;
- (g) carry out the task or process described;
- (h) assess the effectiveness of the text as an instruction-giver;
- (h) recognise that it conveys a particular point of view.

Exit Level 4

Can demonstrate meaning has been made from a practical text that:

- (a) contains some unfamiliar ideas, specialist knowledge and technical language;
- (b) embodies a range of tones, possibly including related topical information and/or a commentary as well as the instructions;
- (c) may include ill-placed and/or highly complex diagrams;
- (d) uses a range of sentence structures;
- (e) is a complex example of its type, both in layout and in detail, or one with numerous distractions, up to at least one page in length

by being able to

- (f/g) state the primary purpose of the text from layout, headings, graphics and skimming the whole text;
- (f/g) pick out the key stages in the sequence and identify the other most significant parts of the text;
- (g) follow the instructions and/or carry out the task described accurately and completely;
- (h) differentiate between instruction and interpretation;
- (h) identify any shortcomings or misleading information in the text;
- (h) identify and critique the point of view stated, implied or inferred by the text;
- (h) review own prior knowledge and techniques related to this matter and genre.

READING COMPETENCE AT A GLANCE

READING COMPETENCE: Literacy for Knowledge

Entry Level 1: competence in recognising print symbols, in pronunciation and in talking about print, the necessary pre-conditions for making meaning of a written text.

Beginning:

- Can recognise and name the letters of the alphabet, irrespective of the script
- Can differentiate between letters, words and numbers
- Can match similar shapes in print
- Can recognise words with special significance such as own name, family names

Developing:

- Can recognise high interest words out of context
- Can recognise common familiar brand names
- Can find a familiar word in a sentence
- Can try simple sounding out to guess at unfamiliar words
- Can recognise a small variety of word patterns
- Can recognise, and knows the purpose of, the most common punctuation devices
- Can express an opinion on the appeal or appearance of reading materials

Exit Level 1

Can demonstrate meaning has been made from a reference or informative text that:

- (a) deals with a familiar topic in everyday language;
- (b) is relatively informal in tone;
- (c) contains simple graphic aids or illustrations;
- (d) is composed of simple sentences;
- (e) is an objectively presented simple introduction to the topic from one to three sentences long

by being able to

- (f/g) get the main point;
- (f/g) locate one-word specific information;
- (f/g) recall prior knowledge on the topic;
- (h) express a general opinion on the presentation or the subject matter.

Exit Level 2

Can demonstrate meaning has been made from a reference or informative text that:

- (a) deals mostly with a familiar topic in mostly everyday language;
- (b) is completely in the formal tone of the third person;
- (c) contains different types of images;
- (d) describes relationships between events, phenomena or ideas sequentially;
- (e) is an information text that is organised around "objective" description, classification or explanation at least one paragraph long

by being able to

- (f/g) recognise its particular shape and sequence;
- (f/g) point to the key sentences, often open and closing ones, that summarise the main point(s);
- (f/g) distinguish between generalisations and specific features or examples;
- (f/g) link it to prior knowledge on the subject;
- (h) detect any overtly expressed opinion(s).

Exit Level 3

Can demonstrate meaning has been made from a reference or informative text that:

- (a) contains abstractions and specialist knowledge and terms (including abbreviations);
- (b) is distant and impersonal in tone;
- (c) may rely on technical drawings or concept maps to convey some of the information;
- (d) uses language patterns that define, describe, explain, categorise, or classify;
- (e) may be organised in a variety of formats, from dictionaries to reports to subject-specific text books, up to at least one page long

by being able to

- (f/g) state the main points or ideas presented;
- (f/g) point to the language devices that link the ideas in the text;
- (f/g) explain the meaning of key words and phrases;
- (f/g) spot missing, misleading or questionable information, evidence, sequence or examples;
- (h) describe the world view conveyed explicitly or implicitly in the text;
- (h) describe the relationship between the knowledge presented in the text and prior knowledge.

Exit Level 4

Can demonstrate meaning has been made from a reference or informative text that:

- (a) contains detailed descriptions and some unfamiliar information in specialised language;
- (b) is written as if a neutral presentation;
- (c) may involve bibliographies, footnotes, glossary, technical maps, charts or graphic representations;
- (d) is constructed from complex sentence and paragraph structures, featuring abstract nouns, densely packed with meaning
- (e) is a very dense abbreviated entry, a report or subject-specific text, at least one page in length, that carries its explanation over several paragraphs

by being able to

- (f/g) identify the main ideas, the subordinate ideas and the examples given;
- (f/g) identify and describe the nature of the conceptual relationship within the text, i.e. whether cause-and-effect; problem-solution; or a system of classification;
- (g) extract information relevant to a given research task;
- (g) use any features such as bibliographies or footnotes for tracking down extra information;
- (h) differentiate between data and interpretation;
- (h) analyse the conclusions reached;
- (h) review and re-arrange prior knowledge of the subject and genre.

READING COMPETENCE: Literacy for Public Debate

Entry Level 1: competence in recognising print symbols, in pronunciation and in talking about print, the necessary pre-conditions for making meaning of a written text.

Beginning:

- Can recognise and name the letters of the alphabet, irrespective of the script
- Can differentiate between letters, words and numbers
- Can match similar shapes in print
- Can recognise words with special significance such as own name, family names

Developing:

- Can recognise high interest words out of context
- Can recognise common familiar brand names
- Can find a familiar word in a sentence
- Can try simple sounding out to guess at unfamiliar words
- Can recognise a small variety of word patterns
- Can recognise, and knows the purpose of, the most common punctuation devices
- Can express an opinion on the appeal or appearance of reading materials

Exit Level 1

Can demonstrate that meaning has been made from a persuasive text that:

- (a) is concerned with a familiar topic and presented in strong everyday language;
- (b) is conversational and straight-forward in tone;
- (c) that may include a supportive or blatant image that confirms the language;
- (d) consists of single words or simple sentences structured to persuade;
- (e) is an expression of opinion, from one to three sentences long

by being able to

- (f/g) state the point of view presented;
- (f/g) point to any reasons given to justify this;
- (f/g) recall any prior knowledge of the subject matter;
- (h) express an opinion on the strength or weakness of the position put, providing one simple valid reason for this assessment;
- (h) give own general viewpoint on the matter.

Exit Level 2

Can demonstrate that meaning has been made from a persuasive text that:

- (a) features a familiar social or personal topic in mostly familiar language;
- (b) has a touch of formality and fervour about it;
- (c) may include images that add new information;
- (d) hinges on the words and phrases that link the ideas, and the power of the evidence;
- (e) is structured to provide both viewpoint and evidence, at least a paragraph long

by being able to

- (f/g) recognise that the text is shaped to persuade;
- (f/g) distinguish between the idea proposed and the evidence offered;
- (f/g) link it to prior knowledge of the subject matter;
- (h) find examples of any persuasive devices used, and for what effect;
- (h) rate it as a persuasive piece, giving reasons why.

Exit Level 3

Can demonstrate that meaning has been made from a persuasive text that:

- (a) features abstract concepts and principles;
- (b) conveys a tone of indisputable reasonableness;
- (c) may include images with mixed messages;
- (d) uses language to make logical connections and inferences;
- (e) may be a discussion of "pros" and "cons", or an argument for one point of view, up to three paragraphs long

by being able to

- (f/g) describe the stages in the development of the argument;
- (f/g) identify the key ideas and supporting evidence or examples;
- (f/g) assess the appropriacy and/or relevance of the evidence;
- (f/g) explain the meaning of key words and phrases;
- (h) highlight the strengths and weaknesses in the text;
- (h) make a comparison between the stance conveyed by the text and the reader's own position.

Exit Level 4

Can demonstrate that meaning has been made from a persuasive text that:

- (a) introduces both familiar and unfamiliar concepts, ideas and language
- (b) is seriously formal or ambiguous in tone;
- (c) may include images that emanate subtle or subliminal messages;
- (d) consists of complex sentence and paragraph structures in which the ideas, and evidence presented, are both explicit and implicit;
- (e) is a highly structured piece of argument, up to at least one page long, or of a particularly intense density that may be quite short

by being able to

- (f/g) state the fundamental purpose of the piece;
- (f/g) describe the nature, structure and flow of the argument put forward;
- (h) name, list and evaluate the reasons and evidence given, whether relevant/irrelevant, logical/illogical, valid/invalid, true/untrue;
- (h) assess the overall effectiveness of the text, giving reasons;
- (h) describe the underlying values system implicit in the text;
- (h) describe how it relates to, and re-arranges own prior knowledge of, and position on, the subject matter and genre.

WRITING COMPETENCE AT A GLANCE

WRITING COMPETENCE: Literacy for Self Expression

Entry Level 1: degree of competence in forming letters, other print symbols and isolated words, and in talking about print, the necessary pre-conditions for composing a piece of writing.

Beginning:

- Can copy numbers, letters and simple familiar words
- Can copy own name and address
- Can reproduce most of the alphabet

Developing:

- Can reproduce own personal details accurately (eg. name, address, age)
- Can spell a few familiar phonetically regular words accurately
- Can reproduce a limited number of familiar words independently
- Can reproduce the most common punctuation devices
- Can use a basic vocabulary of print (eg. letter, word, sentence)

Exit Level 1

Can compose a recount that:

- (a) presents a single familiar activity, idea or experience;
- (b) expresses a "here-and-now" personal perspective;
- (c) is arranged in simple chronological order, sometimes a long sentence with lots of "and"s, and with uneven accuracy in spelling;
- (d) is likely to be from 1-2 sentences.

Exit Level 2

Can compose a narrative, recount or piece of imaginative writing that:

- (a) attempts to combine 2 - 4 personally familiar events, ideas or experiences;
- (b) includes a broader personal view point than the personally immediate, referring to other times and places;
- (c) uses pronouns precisely, provides descriptive details about actions/people/things/places/thoughts considered unfamiliar to the reader, and with sporadic accuracy in spelling;
- (d) is arranged into a coherent paragraph, the individual sentences being linked by language devices to do with time so as to form a fluid narrative sequence.

Exit Level 3

Can compose a narrative, recount or a piece of imaginative writing that:

- (a) combines 3 or more ideas or experiences beyond the writer's own everyday, first-hand experience;
- (b) acknowledges at least one other point of view;
- (c) can connect personal views, personal experiences, the action and/or characters to more general ideas, and with considerable accuracy in spelling;
- (d) sequences 2 paragraphs coherently and displays control of narrative chronology (past, present or future) and topic focus.

Exit Level 4

Can compose a narrative, recount or a piece of creative/imaginative/expressive writing that:

- (a) ranges over a wide sweep of topics, beliefs, issues and experiences, either personal or imaginative;
- (b) incorporates a range of values and perspectives, not all supportive of the writer's own view;
- (c) uses literary devices and evocative descriptions of character and atmosphere to locate people and events in time and space, to convey feelings and to infer attitudes, and with a high degree of accuracy in spelling;
- (d) shapes a variety of paragraph structures, sentence structures, descriptive devices, voices, rhythms and tones to demonstrate a moral or point, the structure often consisting of some variation on setting/situation, problem, climax, resolution.

WRITING COMPETENCE: Literacy for Practical Purposes

Entry Level 1: degree of competence in forming letters, other print symbols and isolated words, and in talking about print, the necessary pre-conditions for composing a piece of writing.

Beginning:

- Can copy numbers, letters and simple familiar words
- Can copy own name and address
- Can reproduce most of the alphabet

Developing:

- Can reproduce own personal details accurately (eg. name, address, age)
- Can spell a few familiar phonetically regular words accurately
- Can reproduce a limited number of familiar words independently
- Can reproduce the most common punctuation devices
- Can use a basic vocabulary of print (eg. letter, word, sentence)

Exit Level 1

Can compose a simple practical text that:

- (a) describes familiar procedures in everyday terms;
- (b) may move between "I" and "you";
- (c) refers to the process/ingredients/steps in general terms, and with uneven accuracy in spelling;
- (d) is usually one or two short sentences.

Exit Level 2

Can compose a practical text that:

- (a) models a familiar type;
- (b) describes process clearly, e.g. by beginning each sentence connected with the sequence of events with a verb;
- (c) provides specific factual description (eg. shape, size, colour, amount, etc.) about the ingredients, utensils and/or procedures, with sporadic accuracy in spelling;
- (d) creates an orderly sequence through the use of headings, lists and linking words to do with time (eg. first, then ...).

Exit Level 3

Can compose two descriptions for the one procedure that:

- (a) demonstrate the variations in layout and language features possible within the procedural type;
- (b) display a variety of tones from formal to informal;
- (c) provide quite detailed factual descriptions of both the materials and the process, with special attention to details of position and sequence, and with considerable accuracy in spelling;
- (d) sequence logically and chronologically by clearly separating goals, materials (if relevant) and steps.

Exit Level 4

Can compose a detailed procedural description for either everyday and technical purposes that:

- (a) displays knowledge of the specialist technical language and layout features of different instructional text types;
- (b) may include a commentary (eg. usefulness, danger), as well as clear precise instructions;
- (c) provides a very detailed outline of how, where, with what and when, without ambiguity, and with a high degree of accuracy in spelling;
- (d) sequences logically by subdividing each stage into headings, sub-headings and numbers, and reinforces clarity with well-chosen, well-placed diagrams.

WRITING COMPETENCE AT A GLANCE

WRITING COMPETENCE: Literacy for Knowledge

Entry Level 1: degree of competence in forming letters, other print symbols and isolated words, and in talking about print, the necessary pre-conditions for composing a piece of writing.

Beginning:

- Can copy numbers, letters and simple familiar words
- Can copy own name and address
- Can reproduce most of the alphabet

Developing:

- Can reproduce own personal details accurately (eg. name, address, age)
- Can spell a few familiar phonetically regular words accurately
- Can reproduce a limited number of familiar words independently
- Can reproduce the most common punctuation devices
- Can use a basic vocabulary of print (eg. letter, word, sentence)

Exit Level 1

Can compose a factual statement that:

- (a) presents one or two items of familiar information in everyday commonplace language;
- (b) uses the third person to convey a tone of formality but may include a personal opinion in the first person;
- (c) relies mostly on simple sentences in the present tense to convey objective information about features or happenings, and with uneven accuracy in spelling;
- (d) is likely to be 1 - 2 descriptive or explanatory sentences.

Exit Level 2

Can compose a short report that:

- (a) organises a number of well-spaced items of factual information or explanation on one topic, using some technical language;
- (b) presents information in the neutral tone of a researcher/reporter;
- (c) relies mainly on active verbs to explain "how" or "why", to describe processes, events and procedures, and with spasmodic accuracy in spelling;
- (d) starts with an initial general statement which is then followed by description or explanation, in which the information is ordered by cause-and-effect or classification connections.

Exit Level 3

Can compose an informative or explanatory report that:

- (a) classifies different parts or topics of a knowledge area in relation to each other;
- (b) creates a formal tone by using and defining abstract and technical terms appropriate to the discipline or subject;
- (c) shows early signs of condensing ideas, processes, descriptions and/or explanations into abstract nouns, with a considerable accuracy in spelling;
- (d) sequences facts/explanations into an orderly system or a fluid sequence of topic paragraphs, often marked by an introductory topic sentence.

Exit Level 4

Can compose an informative, explanatory or academic report that:

- (a) organises a range of concepts and facts within a specialist field of knowledge;
- (b) presents the range of definitions or view points "objectively";
- (c) features dense sentences containing a number of abstract concepts, and with a high degree of accuracy in spelling;
- (d) organises paragraphs into a coherent system or account by using linking devices that show conceptual connections and/or causal relationships.

WRITING COMPETENCE: Literacy for Public Debate

Entry Level 1: degree of competence in forming letters, other print symbols and isolated words, and in talking about print, the necessary pre-conditions for composing a piece of writing.

Beginning:

- Can copy numbers, letters and simple familiar words
- Can copy own name and address
- Can reproduce most of the alphabet

Developing:

- Can reproduce own personal details accurately (eg. name, address, age)
- Can spell a few familiar phonetically regular words accurately
- Can reproduce a limited number of familiar words independently
- Can reproduce the most common punctuation devices
- Can use a basic vocabulary of print (eg. letter, word, sentence)

Exit Level 1

Can compose a statement of opinion that:

- (a) expresses a personal point of view on a familiar matter;
- (b) is expressed unconditionally;
- (c) is expressed as a simple sentence, and with uneven accuracy in spelling;
- (d) is a statement, not proof, of an opinion;

Exit Level 2

Can compose a simple argument that:

- (a) offers evidence for a point of view on the basis of personal and popular knowledge;
- (b) appeals to the emotions through exclamations and emotive words;
- (c) links two pieces of information logically through the use of simple cause-and-effect conjunctions (eg. "because"), and with spasmodic accuracy in spelling;
- (d) organises the paragraph into a main point followed by reason.

Exit Level 3

Can compose an argumentative piece of writing that:

- (a) engages with a personally relevant social or public issue;
- (b) admits there are "pros" and "cons", and avoids sweeping one-sided emotive generalisations and expressions (tentativeness);
- (c) proves its point through linking ideas and information logically, and with considerable accuracy in spelling;
- (d) sequences a point into statement of issue, presentation of at least two reasons and summing up.

Exit Level 4

Can compose a reasoned argumentative text that:

- (a) deals with abstract social concepts, issues or values of public concern;
- (b) gives an analytical presentation of alternative evidence as well as the writer's own qualified position;
- (c) links the main ideas, with evidence, references and quotes, into a persuasive logical whole through the use of connective devices associated with reasoning, and with a high degree of accuracy in spelling;
- (d) moves from introduction, to presentation of several forms of evidence and/or points of view, to a summarising conclusion.

DRAFT COMPETENCIES ARRANGED ACCORDING TO LEVELS

LEVEL 1

MEASUREMENT

Can estimate:

- properties such as height, length, weight and capacity of familiar objects;
- time; and
- temperature;

to an extent sufficiently realistic to demonstrate understanding of the concept and the unit.

Can then select an appropriate measuring instrument to measure the property using common units such as centimetres, metres, litres, kilograms, degrees, hours and minutes to a level of accuracy sufficient for domestic purposes.

Can use the language of comparison such as shorter, wider, heavier, hottest to compare such properties.

SPACE

Can roughly model, draw or represent specifically named, common two and three dimensional figures such as squares, triangles, circles, rectangles, cubes, sphere (balls) etc.

Can classify, describe and compare figures using everyday language of shape size, colour and other commonly used attributes.

Can give and follow directions using the everyday language of position such as over, behind, left, up, etc.

NUMBER

Can count any group of objects and describe any number up to 1000 in words and symbols.

Can compare any two whole numbers up to 1000 using the language of ordering or comparison such as first, second, biggest, smaller, between.

Can recognise or create a common fraction such as a half, third or a quarter of a whole object such as a cake, an apple in familiar and practical situations.

Can identify the correct operation from addition, subtraction, multiplication, or division (as sharing) to use in a practical situation involving money, measurement, or numbers of objects, such as giving change, sharing, combining.

Can demonstrate understanding of the operation as above in a practical situation by acting out, or modelling the calculation using real objects, or money.

Can perform any of the above calculations on a calculator.

DATA

Can interpret simple two column table of numbers or data.

Can collect and record simple data in the form of a table such as numbers of children, numbers of TV's and use it to create simple bar graphs and pictograms using direct scales ie. one person equals one unit. Can interpret and analyse simple pie charts, bar graphs, pictograms and tables of the kind found on household bills, in comparative terms such as most, least, more than or less than.

LEVEL 2

MEASUREMENT

Can read and interpret the detailed calibrations such as mm, ml, g on a range of measuring instruments especially those relevant to work situations.

Can apply prefixes such as centi, milli, kilo to the base units of measurement such as metre or litre in such a way as to show understandings of their meaning.

Can perform calculations involving:

- conversions within the metric system such as metres to mm, litres to ml (not necessarily in decimal form);
- standard arithmetic operations; in order to compare sizes, measured in different units and to calculate quantities for purchasing, supplying, filling or catering.

SPACE

Can follow instructions involving words and diagrams to create a three dimensional object from a flat plan or pre-cut net. This could include a 3D geometric shape in paper or metal, an origami figure or a piece of pre-fabricated office equipment or stationery.

Can name or describe three dimensional objects in terms of basic shapes and attributes such as flat, curved, cubic or triangular.

Can give or follow directions to get from one location to another using the language of direction and angles including North, South, East, West, 1/2 turn, 1/4 turn, 180 degree turns, 90 degree turns:

- within a yard, room or building; and
- from one suburb to another, making use of a street directory.

NUMBER

Demonstrate knowledge and understanding of place value in whole and decimal numbers by:

- comparing data and measurements;
- devising and using "in the head" methods for addition, subtraction and multiplication especially for quick money calculations.

Can recall addition and multiplication facts for single digit numbers in order to:

- perform standard calculations and rounded estimations for addition, subtraction, multiplication on whole numbers (particularly in the context of money and measurement);
- perform standard division operations when dividing by a single digit number and rounded estimation techniques for "long" division.

Can use a calculator for the above.

Can recognise the arithmetic in a relevant real world problem to which arithmetical operations apply, and find possible solutions using combinations of the above and check for feasibility of the solutions by referring back to the initial problem.

DATA

Can interpret complex tables and lists such as timetables, dosage charts, repayment tables or indexes.

Can collect and record statistical data in the form of a table. Use this data to plot statistical graphs including bar and line graphs using scales which count in 1's, 2's, 5's and 10's and appropriately marked axes.

Can analyse and interpret statistical graphs and tables relevant to political and social issues and use them to identify trends and make predictions.

Can determine the three different types of average: mean, median, and mode, for a collection of single values such as age or height of the group (using a calculator where appropriate) and interpret the use of the word "average" in a range of social and political contexts.

ALGEBRA

Can use oral or written expressions to describe and summarise spatial and numerical patterns.

Can find the unknown quantity in a worded 'problem solving' situation involving one step arithmetic operations using informal methods.

LEVEL 3

MEASUREMENT

Can use a protractor to measure and construct angles.

Can demonstrate an understanding of the concepts and appropriate units of :

- area by estimation and counting squares;
- simple rates such as speed and density by calculations based on empirical measurements;
- perimeter and circumference by estimation and measurement.

Can demonstrate an understanding of the formulae for area of a rectangle, and volume of a cuboid by using diagrams or by modelling with square tiles, cubes, MAB blocks, etc.

Can calculate areas of rectangles, volumes of cubes and cuboids, circumference of a circle using appropriate formulae.

Can, when given appropriate formula, calculate possible solutions and check their reality against the original situation using estimation and visualisation.

SPACE

Can use a set square to draw right angles, parallel and perpendicular lines.

Can demonstrate an understanding of the properties and relationships between angles and intersecting and parallel lines, triangles (including Pythagoras' Theorem), quadrilaterals and circles by:

- demonstration;
- explaining by example; or
- using the relationships in mathematical problem solving situations

Can produce, interpret and compare simple scale drawings and maps with scales such as 1 cm = 1 m.

Can interpret and use the conventions of plans and drawings, including 2D representations of 3D objects.

NUMBER

Can: • use the standard operations $+$, $-$, $\times$ and $\div$ on numbers including fractions, decimals and percentages;

- perform these calculations with a calculator;
- estimate possible solutions to above calculations using rounding, approximation, and the idea of upper and lower bounds.

Can recognise the arithmetic in a relevant real world problem to which standard arithmetical operations apply, find a number of possible solutions using combinations of the above, check for the reasonableness of these solutions against initial estimations, and interpret the feasibility of the solutions by referring back to the initial problem.

Can use the concepts and language associated with ratio:

- to interpret and compare statements such as one in ten, a ratio of one to ten, 10% of the population, or statements of probability and odds used in gambling;
- to interpret and describe scales for diagrams, models or graphs.

Can interpret and perform calculations using standard formulae expressed in index notation with whole number indices, such as those for areas and volume, or financial calculations, with or without a calculator.

DATA

Can represent data in the form of a pie chart, after calculating percentages and angles. This data can either be collected first hand or found from other sources such as banks or the media.

Can represent statistical information, relevant to political, social and financial issues, in the form of line graph or histogram, having determined appropriate scales and axes (more complex than counting in 1's, 2's, 5's and 10's).

ALGEBRA

Can analyse, make a generalisation verbally and write an algebraic rule or formula to express this generalisation for:

- number patterns involving one or two arithmetic steps;
- real life situations which require repeated calculations such as working out costing, or conversions from one unit to another.

Can substitute particular values into algebraic rules or formulae as above, perform the resulting calculations, and interpret the results in the original context.

Can solve equations relating to an unknown quantity using a range of techniques, including: guess, check and improve; same thing to both sides; or backtracking. (Equations should include only one or two arithmetic steps at this level.)

Can show an understanding of graphs by:

- analysing those which model the relationship between real phenomena, such as travel graphs, and interpret them either orally or in writing;
- sketching rough graphs from a relationship described in words.

Can create tables and plot graphs relating two variables, given experimental results or data, and use the graphs to predict outcomes using interpolation and extrapolation.

LEVEL 4

MEASUREMENT

Can use the appropriate formula to find surface area and volume of:

- cubes and cuboids;
- regular prisms and cylinders;
- spheres; and
- complex figures which are a combination of any of these.

Can, when given a real world problem involving aspects of the above, analyse the problem, model the situation by sketching diagrams, select appropriate formulae, calculate possible solutions, and evaluate the feasibility of those solutions by referring back to the original situation.

Can demonstrate an understanding of accuracy and errors in measurement by calculating upper and lower bound solutions to the above problems.

Can use the property of right angled triangles known as Pythagoras' Theorem in order to calculate lengths in problem solving situations described in words.

SPACE

Can demonstrate an understanding of the trigonometric ratios, sine, cosine and tangent for a given angle in a right angle triangle:

- by calculating the ratio after measurement of an accurately constructed triangle; and
- using the ratios found accurately on a calculator in problem solving situations to find unknown lengths.

Can produce and interpret scale drawings and maps with complex scales, and use them to estimate sizes and distances in the real situations.

Can use at least one angle measuring instrument such as a direction finding compass, or clinometer in conjunction with tape measures or trundle wheels to make an accurate scale drawing of a real outdoor situation involving lengths and angles, and use the drawing to determine lengths and angles not previously measured.

Can use compass and ruler to construct some simple figures such as triangles to given measurements, or perpendicularly bisected lines or angles.

NUMBER

Can: • read and interpret very large and very small numbers when expressed in scientific notation, or as a calculator readout;

- use the laws of directed numbers to plus, minus, multiply and divide, positive and negative numbers; and
- use the index laws for multiplication and division to perform calculations when numbers are expressed in scientific form, particularly when calculating approximate solutions for real world problems involving very large numbers.

Can recognise the arithmetic in a relevant real world problem to which large number calculation techniques apply, such as those involving populations, production/consumption of energy or food, probability of winning lotteries and other social issues; find a number of possible solutions using combinations of the above, check for the reasonableness of these

solutions against initial estimations, and interpret the feasibility of the solutions by referring back to the initial problem.

DATA

Can collect and record statistical data in the form of a frequency table that requires grouping into class intervals. Use this data to plot appropriate statistical graphs including cumulative frequency curves and histograms, using standard graphing conventions to place axes, indicate scales and location of origin.

Can analyse and interpret statistical information, graphs and tables relevant to political and social issues using determined measures such as mode, median and percentiles.

ALGEBRA

Can recognise the potential for algebraic methods in problem solving situations which involve unknown quantities, and can formulate an algebraic equation to express the situation using standard algebraic conventions.

Can solve equations as above using a range of techniques including: guess, check and improve; same thing to both sides, backtracking and creating a graph; and interpret the solutions in the original context.

Can analyse, make a generalisation verbally and express this generalisation algebraically or graphically for:

- non-linear number patterns; and
- real or simulated situations such as exponential growth or decay, and direct or inverse variation.

Can obtain particular values from the algebraic rules, formulae or graphs as above, perform the resulting calculations, and interpret the results in the original context.

APPENDIX 2

AUSTRALIAN SECOND LANGUAGE PROFICIENCY RATING

SPEAKING	LISTENING	WRITING	READING
LEVEL 3 Minimum Professional Proficiency Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical social and vocational topics.	LEVEL 3 Minimum Professional Proficiency Able to comprehend sufficiently, readily able to participate effectively in most formal and informal conversations with native speakers.	LEVEL 3 Minimum Professional Proficiency Able to write with sufficient accuracy in structures and spelling to meet all social demands and basic work needs.	LEVEL 3 Minimum Professional Proficiency Able to read standard newspaper items addressed to the general reader, routine correspondence, reports and technical material in his special field.
LEVEL 4 Full Professional Proficiency Able to use the language Fluently and accurately on all levels normally pertinent to his personal, social, academic or vocational needs.	LEVEL 4 Full Professional Proficiency Can comprehend easily and accurately in all personal and social contexts and in all academic or vocational contexts relevant to his experience.	LEVEL 4 Full Professional Proficiency Able to write fluently and accurately on all levels normally pertinent to his personal, social, academic or vocational needs.	LEVEL 4 Full Professional Proficiency Able to read all styles and forms of the language pertinent to his personal, social, academic or vocational needs.
LEVEL 5 Native-Like Proficiency Speaking proficiency equivalent to that of an educated native speaker.	LEVEL 5 Native-Like Proficiency Listening proficiency equivalent to that of an educated native speaker.	LEVEL 5 Native-Like Proficiency Written proficiency equivalent to that of a native speaker.	LEVEL 5 Native-Like Proficiency Reading proficiency equivalent to that of an educated native speaker.

AUSTRALIAN SECOND LANGUAGE PROFICIENCY RATING

SPEAKING	LISTENING	WRITING	READING
LEVEL 0 Zero Proficiency Unable to function in the language.	LEVEL 0 Zero Proficiency Unable to function in the language	LEVEL 0 Zero Proficiency Unable to function in the language	LEVEL 0 Zero Proficiency Unable to function in the language
LEVEL 0- Initial Proficiency Able to operate only in a very limited capacity within very predictable areas of need.	LEVEL 0- Initial Proficiency Able to comprehend only a very restricted range of simple utterances within the most predictable areas of need and only in face-to-face situations with people used to dealing with new arrivals.	LEVEL 0- Initial Proficiency Able to write clearly a limited number of words or short formula pertinent to the most predictable areas of need in his everyday life.	LEVEL 0- Initial Proficiency Able to read only a limited range of essential sight words and short simple sentences whose forms have been memorised in response to immediate needs.
LEVEL 1- Elementary Proficiency Able to satisfy immediate needs using learned utterances.	LEVEL 1- Elementary Proficiency Able to comprehend readily only utterances thoroughly familiar to him or that are predictable within the areas of his immediate survival needs.	LEVEL 1- Elementary Proficiency Able to write with reasonable accuracy short words and brief familiar utterances.	LEVEL 1- Elementary Proficiency Able to read short simple sentences and short instructions.
LEVEL 1 Minimum Survival Proficiency Able to satisfy basic survival needs and minimum courtesy requirements.	LEVEL 1 Minimum Survival Proficiency Able to comprehend enough to meet basic survival needs.	LEVEL 1 Minimum Survival Proficiency Able to satisfy basic survival needs.	LEVEL 1 Minimum Survival Proficiency Able to read personal and place names, street signs, office and shop designations, numbers, isolated words and phrases and short sentences.
LEVEL 1+ Survival Proficiency Able to satisfy all survival needs and limited social demands.	LEVEL 1+ Survival Proficiency Able to satisfy all survival needs and limited social demands.	LEVEL 1+ Survival Proficiency Able to satisfy all survival needs and limited social demands.	LEVEL 1+ Survival Proficiency Able to read short texts on subjects related to his immediate needs.
LEVEL 2 Minimum Social Proficiency Able to satisfy routine social demands and limited work requirements.	LEVEL 2 Minimum Social Proficiency Able to understand in routine social situations and limited work situations.	LEVEL 2 Minimum Social Proficiency Able to satisfy routine social demands and limited work requirements.	LEVEL 2 Minimum Social Proficiency Able to read simple prose in a form equivalent to typescript or printing, on subjects within a familiar context.

APPENDIX 3

ADULT LITERACY AND NUMERACY COMPETANCY SCALES (ALAN) EXTRACT

LITERACY:READING

Beginning

Understand that the purpose of reding is to make sense of print.
Understands that thoughts and speech can be represented in print.
Has an understanding of what and why different people read.
Can retell familiar texts when these are read aloud by others.
Recognises own name in print.
Has an established sight vocabulary of simple words.
Distinguishes between letters, words and numbers.
Recognises letters of the alphabet regardless of typeset, case etc.
Can match similar shapes in print (words, letters, etc)
Is developing visual and auditory discrimination.
Can discriminate different shapes, or similar shapes with different sounds.
Identifies letters within words.
Recognises words as symbols of things from real life or represented in pictures.
Recognises numerals.
Can identify the beginning and end of sentences.
Understands the left to right, top to bottom orientation of reading.

Recognition

Reads some words/phrases taken from spoken language.
Recognises and responds to common signs, brand names and common advertisement from the environment.
Recognises familiar words in context and in isolation (own name, names of family, address, phone numbers, shop signs, days of the week, months of the year).
Takes some risks when interpreting text.
Can express opinions on the appeal or appearance of reading materials.
Reads from left to right, front to back and top to bottom of a page.
Identifies familiar key words, or parts of sentences.
Understands that the specific meaning of a word is determined by its context.
Reading of unfamiliar material is slow and focuses on words rather than sentences.
Relies on sound-symbol correspondence and words shape to guess meaning (i.e. relies on graphonic cues).
May rely on decoding based on initial consonant blends.

Access of Basic Information

Reads, with a definite purpose, short simple texts related to own interests and/or needs. Approaches text through meaning of clauses, phrases and sentences rather than individual words.
Focuses on meaning as well pronunciation.
Comprehends text at literal level.
Recognises commonly used words, phrases and simple sentences in context.

- Can predict meaning from short, repetitive patterned texts.
- Obtains information from print media (e.g. sports results).
- Locates simple and familiar information listed in alphabetical order (street names, surnames).
- Uses simple sentence structure or familiar words in a sentence to predict meaning.
- Able to confidently read familiar text in non threatening situation.
- Understands the purpose of full stops, capitals, question and quotation marks.
- Discriminates between text types understanding the relationship between purpose and presentation (forms, notices, labels, books, etc.).
- Uses layout (headings/paragraphs/graphics) within the text as pointers to establish meaning at a simple level.
- Reads brief simple instructions.
- Can deal with information presented in consistent and familiar (point form) format such as shopping list, time cards.
- Can predict unfamiliar words from a simple text given supporting clues.

Understanding Familiar contexts

- Reads simple texts and short books or articles of special interest independently.
- Meaning is not lost by substitutions in reading (semantic equivalence is maintained).
- Recounts content, events and characters of a short text or instructions written in a clear time sequence.
- Reads often.
- Finds the main idea in a short simple passage.
- Understands "first", "next", "then" etc as indicator words.
- Uses a variety of cues to decode unfamiliar words.
- Can follow up on information from some alphabetic listings (e.g. make phone calls)
- Confident when reading in social and work situations.
- Reads and interprets most short novels, work related reports, simple safety notices, newsletters and notices.

Identification of the General Idea

- Explains the main point of a short text on a familiar topic.
- Locates detail in specific parts of text.
- Can re-read text for detail after getting the gist.
- Can retain author's purpose when recounting.
- Calls on personal experience to understand an idea or an argument in text.
- Extracts information from a short news article on a familiar topic and/or texts which contain both prose and tables.
- Select relevant information for a specific task.
- Can combine ideas from short uncomplicated text passages into a single report.
- Able to relate separate pieces of information within a text rather than treat them as isolated or separated bits of information.
- Can relate specific information to general idea.
- Reads with a particular purpose, predicts meaning and confirm a prediction based on own knowledge and experience.
- Understands that key words carry meaning.
- Can read familiar topic material (sport, social and everyday materials) for gist.
- Copes with most abbreviations in familiar contexts.
- Copes with simple materials of a technical nature relevant to work or personal interest.

Identification and Connection of Detailed Information

Reads widely for a range of personal, educational, vocation and social purposes, each with its specific vocabulary including acronyms and abbreviations.

Can read a range of text types such as novels, manuals, technical journals, magazines, textbooks and newspapers.

Reads text containing complex but familiar concepts.

Identifies and interprets information in lengthy newspaper articles and other texts.

Follows detailed written instructions related to work or personal interest.

Can describe connection between events presented in texts.

Selects passages or phrases relevant to particular tasks.

Establishes links between personal experience and the arguments and/or ideas in text.

Reads at different speeds using scanning, skim reading or careful reading as appropriate.

Can read uncomplicated business letters, news items from daily press.

Interpretation and Generalisation from Complex Information

Understands that different types of text have different structures, vocabulary and styles.

Compares and generalises from information obtained from a range of text sources.

Supports arguments or opinions about text with evidence from a variety of sources.

Can understand routine business correspondence.

Distinguishes between main and subordinate ideas, discarding irrelevant information.

Acknowledges a range of possible interpretations of text.

Can give reasons for acceptance or disagreement with writers' opinions.

Can adopt and defend an alternative point of view to the author.

Comprehends standard newspaper feature articles.

Can provide broad summaries of information read.

Integration and Analysis

Can understand and restructure the ideas presented in text containing complex concepts such as technical literature.

Questions, reflects on and presents critical opinion and analysis of issues encountered in text.

Identifies and takes account of emotive and persuasive language and shows an awareness of a writer's bias.

Evaluates statements and assesses conclusions that follow from the statements in written arguments.

Selects, collates and summarises information with clarity and precision.

Analyses, relates and integrates new materials.

Makes generalisations even without clear explanations provided in the text.

Subtlety and Insight

Extracts embedded ideas and implied messages from complex passages.

Offers critical opinion or analysis of text passages and demonstrates an awareness of audience bias.

Identifies irony and explains hidden meanings.

Identifies and evaluates the argument or analogy in lengthy texts.

Detects unsupported assertions or claims in text.

Interprets different levels of meaning in multi level material such as poetry.

Explains textual innuendo and undertone and discusses similarities of themes and values in different texts.

LITERACY:WRITING

Beginning writer/non experienced

Understands that the purpose of writing is to communicate.
Understands that writing is something that is and can be learned, even as an adult.
Wants to use writing to communicate.
Can form letters.
Can copy numbers, letters and simple words.
Can copy own name and address.
Groups letters to form simple words.
Writes own name.
Copies familiar words from environment.
Understands that writers can use a variety of writing tools.
Is aware written English goes from left to right.
Can write, without help, most of the alphabet.

Words and Simple Sentences

Accurately writes own name and address, age and date of birth.
Writes a limited number of known and familiar words independently.
Writes simple notes, shopping lists.
Conveys simple messages in writing.
Shows concern about spelling.
Spells simple and phonetically regular words correctly.
Prints or writes legibly.
Seeks constant reassurance or assistance in writing.
Writes very simple sentences largely from memory.
Can transcribe sentences, composed by him/her self but written down by someone else.
Writes familiar words from the environment.

Recording and Conveying Simple Information

Commences writing for familiar situations without assistance or copying.
Organises writing into complete, simple sentences in learned patterns.
Can use simple conventional genres.
Writes words in a logical order to make sentences with capitals and full stops.
Uses upper and lower cases conventionally.
Presents information in his/her own language.
Uses first person when writing.
Writes short and simple personal letters.
Spells demonstrating recall of visual patterns and some knowledge of grapheme-phoneme relationships.
Accurately records date, time and other information on forms, graphs.
Transfers written and numerical information accurately from one setting to another.
Has some knowledge of cohesive ties.
Enters personal information on a simple form.
Addresses letters and envelopes.
Hand writes with regular letter formation.
Checks for spelling and grammatical errors and completes limited rewriting.
Uses a dictionary to check spelling and meanings of words.

Makes judgements about appearance of words.
Applies personal reading skills to explain own writing.
Checks for clarity of meaning at a simple level.
Writes with a close match between spoken and written language.

Purposeful and Independent in Familiar Context

Writes purposefully and independently to express ideas and convey a message using a vocabulary understood by familiar audiences such as peers, younger children or adults.
Writes about information gained from reading resources.
Recognises that different styles are used for different purposes.
Uses sequence to convey time in narratives.
Uses indicator words in writing (first, next, then).
Organises sentences into paragraphs.
Writes common abbreviations specific to a familiar context.
Uses a dictionary thesaurus or word checker etc, to extend and check vocabulary for writing.
Rewrites for accuracy of meaning and suitability for intended audience.
Proof reads for clarity of meaning.
Checks and replaces words and sentences during revision of drafts.

Developing Complexity in Style and Structure

Writes for a range of purposes using appropriate conventions, using formal or informal tone or register as the situation requires.
Links ideas in an ordered and structured sequence.
Writes sentences that vary in length and grammatical complexity.
Can write in different forms: statement, questions, command, acclamation.
Uses basic formats for technical writing narratives containing introduction, plot and resolution, all in logical order.
Uses cohesive ties accurately.
Writing discriminates between fact and opinion.
Uses varied vocabulary and descriptive language.
Uses point form or other format and layout conventions to convey information clearly.
Uses tense, grammar and punctuation with few errors.
Uses a mixture of text and diagram where necessary.
Edits for accurate sequence, changing and expanding ideas, style.

Competent Conventional Writer

Communicates effectively in writing on a variety of familiar topics and to a range of audiences.
Shows confidence when writing in areas of special interest.
Links ideas into logical, simple paragraphs which are logical coherent and cohesive.
Varies sentence length.
Associates related ideas without indicating the explicit nature of the relationship (e.g. cause and effect using time and place).
Bases extended writing on a plan and rough draft.
Conveys meaning by selecting an appropriate vocabulary.
Proof reads for ways to improve sentence structure, word usage, punctuation and spelling.
Formats text to aid presentation (spacing, margins, typing, headings).
Copes with most forms regularly encountered (car registration, job application).

Awareness of Audience and Management of Complexity

Aware of the need to vary writing style according to the needs of specific audiences.
Can write extended pieces of text.
Conveys meaning accurately: not restricted by spelling, vocabulary or grammar.
Uses a wide range of vocabulary, including technical, to convey accurate meaning.
Moves correctly from first to third person.
Uses both direct and indirect speech.
Uses both personal and impersonal styles.
Uses the passive voice.
Can produce accurate and effective precis and summaries of text.
Presents main and supporting ideas clearly.
Conveys arguments through structuring of text using paragraphs to develop logical sequence.
Can use complex sentence and discourse structure.
Uses tense, grammar and punctuation accurately.
Proof reads to check for ways to improve flow of ideas and style.
Excludes irrelevant details and unnecessary phrases when editing.

Variation in Style - Presenting Sustained Arguments

Produces a variety of styles using ideas, themes and models of structure from different sources.
Develops and sustains written arguments.
Organises ideas, justified with detail, in extended writing, using coherent long descriptions where needed.
Writes extended pieces of text based on a range of varied reading material.
Can incorporate idiom, colloquialism and specific language requirement of different audiences.
Provides clear interpretation of complex subjects.
Provides written analysis of arguments and a clear outline of cause and effect.
Constructs complex sentences in which ideas of secondary importance are in subordinate position.
Writes reports making use of notes and summaries from a range of secondary and primary sources using standard means of referencing and quotation.
Able to modify text type, style and register to suit audience requirements.
Subtlety of meaning and stylistic conventions are incorporated in writing.

Command of Range in Style and Register

Selects text type according to the requirements of each occasion.
Styles may include written conversations, reports, poems, plays, journals, diaries, academic writing.
Manipulates elements of structure and style to produce stylistically original and individual writing.
Uses irony, ambiguity and shades of meaning to convey complex ideas.
Uses figures of speech, analogy, metaphor and simile to describe, explain and/or illustrate.
Descriptive passages reveal depth and breadth of personal resources.
Expository writing reveals an extensive knowledge of discourse conventions and field vocabulary.
Creative writing displays ability to generate original themes.

APPENDIX 4

LIST OF ADULT COMMUNITY & FURTHER EDUCATION REGIONAL OFFICES

ALBURY/WODONGA

P.O. Box 776, Wodonga 3690

Tel: (060) 24 7333

Fax: (060) 56 1612

BARWON SOUTH WESTERN

64 Thompson Street, Hamilton 3300

Tel: (055) 72 4488

Fax: (055) 71 1382

CENTRAL HIGHLANDS WIMMERA

Gillies Street, Ballarat 3350

Tel: (053) 34 1707

Fax: (053) 34 2607

CENTRAL METROPOLITAN

29 Alma Road, St. Kilda 3182

Tel: (03) 534 0309

Fax: (03) 534 9398

EASTERN METROPOLITAN

3/45 Railway Road, Blackburn 3130

Tel: (03) 878 0044

Fax: (03) 894 1759

GIPPSLAND

Cnr. Haig & Kirk Streets, Moe 3825

Tel: (051) 27 6000

Fax: (051) 27 8715

GOULBURN NORTH EASTERN

19 Bridge Street, Benalla 3672

Tel: (057) 62 4655

Fax: (057) 62 5397

LODDON MALLEE

138 Mollison Street, Bendigo 3550

Tel: (054) 42 4300

Fax: (054) 42 4913

NORTHERN METROPOLITAN

14 Hopkins Street, Greensborough 3088

Tel: (03) 434 6455

Fax: (03) 434 2355

SOUTHERN WESTERNPORT

58-60 Young Street, Frankston 3199

Tel: (03) 781 4822

Fax: (03) 783 3366

WESTERN METROPOLITAN

131 Paisley Street, Footscray 3011

Tel: (03) 698 7011

Fax: (03) 689 2230

READING LIST

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GLOSSARY OF TERMS USED IN ASSESSMENT

ASSESSMENT

The process of obtaining information about an individual's skills, knowledge, attitudes and application of these in context, usually but not inevitably, to make available to the student/client an appropriate learning program. Also refers to the produce of that process, i.e. the information obtained by assessment.

COMPETENCIES

Usually discretely defined skills, knowledge and understanding for successful performance of tasks, e.g. letter writing competencies would include a whole range of reading and writing skills, knowledge of appropriate style and conventions, understanding of impact on the recipient, etc.

CRITERION REFERENCED

An approach to assessment that describes an individuals skills etc in the context of a set of already defined skills such as one might find within a profile. Produces a 'map' of abilities and needs and is normally not defined in relation to an expected 'norm' of performance.

DIAGNOSIS or DIAGNOSTIC ASSESSMENT

Assessment undertaken specifically to devise a learning program, in contrast, for example to assessment carried out as a record of achievement. Most in-course and initial assessment has a high degree of diagnostic intent and value.

EVALUATION

The process of examining or reviewing an activity, in this context, the learning process or program itself. Evaluation sets out to measure effectiveness and efficiency, normally, but not always, against a pre-defined set of performance criteria or performance indicators. Evaluation procedures typically include surveys, questionnaires and interviews. Information derived through evaluation can be valuable to a variety of stakeholders including students, teachers, policy makers and planners.

FORMATIVE

Assessment undertaken during the learning program to indicate progress achieved and directions for future work.

NORM REFERENCED

An approach to assessment that rates a student's/client's skills etc against the expected 'norm' for a similar group within the population. Used for example in school examinations. Rarely used in ABE work.

OUTCOMES

What students know and can do as a result of learning.

SCALE

Clearly defined listing of skills or competencies usually placed in a hierarchical order or in order of increasing complexity. Vary in their focus, e.g. 'writing', 'numeracy', etc. and in the degree to which discrete skills and sub-skills are isolated and defined. Can be used as reference material in assessment. Examples in use in Victoria include the ASLPR and the ALAN scales.

SUMMATIVE

Assessment undertaken at the end of a learning program and normally for purposes of recording achievement within that program or for indicating possible areas of further learning. 'Exit' assessments undertaken for CES clients are summative.